DOCUMENT RESUME

ED 275 360 JC 860 549

TITLE Minority Student Participation: Illinois Public Community College System, Fiscal Years 1983 through 1986.
INSTITUTION Illinois Community Coll. Board, Springfield.
PUB DATE Sep 86
NOTE 96p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Characteristics; Census Figures; College Programs; *Community Colleges; Educational Environment; Educational Trends; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Graduation; *Minority Groups; School Holding Power; State Surveys; Student Recruitment; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Illinois

ABSTRACT

An analysis is provided of minority student participation in educational programs offered by the Illinois system of public community colleges. Section I describes the report's purpose, scope, and organization, and sets the discussion of minority students' higher education participation in the context of state and national trends and expressions of concern. Next, section II presents and analyzes Illinois community college enrollment and completion patterns by racial/ethnic categories, by individual college, and by program areas. In addition, this section compares district enrollment patterns with 1980 census data. The climate for the education of minority students is examined in section III, which includes data showing the racial/ethnic characteristics of teaching faculty and administrative and professional staff, and offers an analysis of the methods colleges use to recruit and retain minority group students. The final section presents conclusions and future directions to be taken by individual community colleges and the Illinois Community College Board. (LAL)

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Illinois Public Community College System

MINORITY STUDENT PARTICIPATION

FISCAL YEARS 1983 THROUGH 1986

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September 1986

ILLINOIS COMMUNITY COLLEGE BOARD
509 South Sixth Street, Room 400
Springfield, Illinois 62701
(217) 785-0123

Printed by Authority of the State of Illinois

JC 860 549

MINORITY STUDENT PARTICIPATION
IN ILLINOIS PUBLIC COMMUNITY COLLEGES

FISCAL YEARS 1983 THROUGH 1986

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PURPOSE AND NATURE OF THE REPORT

Purpose of the Report

The purpose of this report is to analyze minority student participation in educational programs offered by the Illinois system of public community colleges. Although some historical data will be presented in order to determine trends in program enrollments and completions, the primary focus of the report will be on current data in order to establish a baseline from which to measure any changes in minority student participation in the future. As part of the response to Public Act 84-726, the report will be updated annually and additional data elements may be needed in the future.

Data in the report will be presented for the following racial/ethnic categories as defined by the federal government:

White, non-Hispanic
Black, non-Hispanic
Hispanic
Asian or Pacific Islander
American Indian or Alaskan Native

The participation of women in community college educational programs will not be presented or analyzed in this report. Although women have constituted a majority of community college enrollments since statewide data began to be collected, the enrollment and completion patterns of female students by program area will be examined in a separate report later.

Scope and Organization of the Report

The remainder of this section will set in context the participation of minority students in higher education by examining state and national trends and expressions of concern. Section II will present and analyze Illinois community college enrollment and completion patterns by racial/ethnic categories both by individual college and by program area. In addition, enrollment patterns within a district will be compared to 1980 Census data by district. Section III will examine information on the climate for the education of minority students within the community colleges. Included in this section will be an examination of data showing the racial/ethnic characteristics of teaching faculty and administrative and professional staff and an analysis of the methods colleges have used to recruit and retain and to follow up on minority group students. The final section will present conclusions and future directions to be taken both by individual community colleges and by the ICCB.

Historical Context

In 1965, when the adoption of the Illinois Public Community College Act established the state system of public community colleges and the Illinois Community College Board (ICCB) to coordinate this system, there were 20 "junior college" districts, operating 25 colleges, in the state. Since 1965,

these existing junior colleges reorganized and became comprehensive community colleges, and other comprehensive community colleges were established. At present, there are 39 Illinois public community college districts, operating 50 comprehensive colleges. By 1990, the remaining eight percent of the state's territory that is not within a community college district will become part of the Illinois public community college system.

As was true throughout the country, the community colleges in Illinois were founded to provide a variety of educational opportunities to citizens within the community and, from their beginnings, to provide greater access to postsecondary education to such non-traditional students as older adults, educationally and economically disadvantaged persons, and individuals who are "place bound." Between fall 1969 (when ICCB began keeping such statistics) and fall 1985, Illinois public community college headcount enrollment increased by approximately 130 percent. In addition to the traditional baccalaureate-transfer programs, the Illinois public community colleges now offer occupational programs in 229 discrete occupational fields, as well as in adult basic, adult secondary, and remedial/preparatory education. In the '80s, community colleges have combined forces with other agencies and associations to improve the economic development and employment opportunities within their districts and the state as a whole.

Many Illinois community colleges were founded during the time that the Civil Rights Movement was flourishing. The Movement's aim to provide equal opportunities for all Americans regardless of their racial or ethnic heritage appeared to be nearing fruition when, from 1967 to 1976, the enrollment of blacks in higher education nationally increased by 246 percent. From 1976 to 1982, however, the increase was only six percent and, since 1982, the percentage of blacks enrolled in higher education has remained constant despite increasing numbers of black students graduating from high school (Jaschik, p. 1).

The current perception is that the great strides made during the late '60s and early '70s are now, in fact, eroding. A recent study by the American Association of State Colleges and Universities (AASCU) revealed that

> while the number of black high school graduates increased by 29 percent between 1975 and 1981, their college participation rate declined by 11 percent. The same data show the number of Hispanic high school graduates increasing by 38 percent during the same period, but their college participation rate dropping by 16 percent. The number of white high school graduates increased by 7 percent, and their college participation rate remained virtually unchanged.

Other studies have suggested that black and Hispanic students lose more ground in comparison to white students at each rung of the educational ladder, i.e., that while high school graduation rates for blacks and Hispanics have increased significantly in recent years, proportionately fewer black and Hispanic students enter college, and fewer still earn a baccalaureate degree in comparison to white students (Bailey, p. 22; Staples, p. 46).

This reported phenomenon seems particularly troubling when one examines recent national demographic trends. For example, the 1980 Census shows that the average white American is 31, the average black is 25, and the average Hispanic is 22, suggesting that a proportionately greater share of school- and

college-age youth are minorities. After examining differential birth rates, migration rates, and socio-economic factors, Hodgkinson (1985) in a recent study concludes:

> what is coming toward the educational system is a group of children who will be poorer, more ethnically and linguistically diverse, and who will have more handicaps that will affect their learning. Most important, by around the year 2000, America will be nation in which one of every THREE of us will be non-white (p. 7).

After pointing out the direct link between successful state-level economic development and high school retention rates, Hodgkinson further suggests that "with a decline of about five million in the youth cohort, it would be in everyone's best interest to make the school-college transition easy and productive for the largest number of qualified students" (p. 16).

Recent statistics compiled by the Illinois Board of Higher Education (IBHE) substantiate the national trend in Illinois. Although there are some inconsistencies in data collection formats and procedures during the years included in the IBHE study, black enrollment in all levels of higher education declined slightly from 13.9 percent in fall 1976 to 13.3 percent in fall 1985, while Hispanic enrollment increased from 3.0 percent in fall 1976 to 4.7 percent in fall 1985. Table 1 summarizes some of these data presented in this IBHE report of July 1986. The table shows that a higher proportion of minority group undergraduates were enrolled in community colleges than were enrolled in baccalaureate degree-granting institutions and that the proportion of degrees earned by black students decreases from the associate to the baccalaureate, master's, and doctoral levels. In addition, the IBHE report shows that blacks and Hispanics earned their baccalaureate degrees in the humanities, social sciences, and interdisciplinary or area studies at higher rates and in mathematics and sciences at lower rates than the overall percentage of degrees earned would suggest.

Cognizant that minority groups may be losing ground in Illinois as well as nationally, the Illinois Senate Higher Education Committee's Subcommittee on Minority Concerns in Higher Education held a series of fact-finding hearings in 1984 and 1985. The result of the Subcommittee's deliberations was the enactment in Spring 1985 of Public Act 84-726 amending the Illinois Board of Higher Education Act to require "public institutions of higher education to develop and implement methods and strategies to increase the participation of minorities, women, and handicapped individuals who are traditionally underrepresented in education programs and activities." This amendment assigns oversight responsibilities to the IBHE.

Illinois Community College Board

Table 1

PERCENTAGE OF BLACK AND HISPANIC STUDENT ENROLLMENTS
AND COMPLETIONS IN ILLINOIS EDUCATION

	Black	Hispanic
1980 Illinois Census	14.5%	5.6%
1985 Illinois High School Graduating Class	15.2%	4.2%
1985 Fall Higher Education		
Undergraduate Enrollment		
Community Colleges	16.8%	6.3%
Public Universities	11.1%	2.9%
Private Institutions	12.4%	4.8%
Graduate Enrollment		
Public Universities	6.5%	1.7%
Private Institutions	4.3%	1.4%
1984-85 Completers		
Certificates	12.5%	3.6%
Associate Degrees	9.8%	2.2%
Baccalaureate Degrees		
Public Universities	6.2%	1.8%
Private Institutions	7.2%	2.3%
Master's Degrees		
Public Universities	5.8%	0.9%
Private Institutions	4.6%	1.4%
Doctoral Degrees		
Public Universities	2.5%	0.6%
Private Institutions	2.7%	1.9%
Professional Degrees		
Public Universities	2.5%	4.0%
Private Institutions	2.2%	1.5%

SOURCE: IBHE, "1986 Report on Minority Participation in Illinois Higher Education," July 8, 1986

PARTICIPATION AND COMPLETION OF MINORITY STUDENTS

This section of the report examines the participation of minority students in Illinois community colleges over the last four years. Participation is measured by enrollment in fall 1982 through fall 1985. Completion is measured by the number of students receiving degrees and certificates during fiscal years 1983 through 1985.

Community College Enrollments

Statewide

Overall, fall enrollments in community colleges have experienced fluctuations over the four-year period of fiscal years 1983 through 1986, with a percent change of -6.8 between fall 1982 and fall 1985. Examination of fall enrollments for the racial/ethnic groups shows the percent change over the same period for Asians increasing 0.1 percent, American Indians declining 20.6 percent, blacks declining 7.0 percent, Hispanics declining 2.9 percent, whites declining 6.3 percent and others (non-resident aliens and unknowns) declining 16.0 percent (see Table 2).

Minority students comprise a larger percentage of community college enrollments than are found in other higher education institutions. Over the past four years, minority enrollments have averaged 25 percent of the total community college enrollment in Illinois compared to 17.4 percent for undergraduates at public universities and 19.5 percent for private institutions. Average proportions at community colleges over the last four years for each of the minority groups are: 2.8 percent, Asian; 0.4 percent, American Indian; 16.4 percent, black; and 5.5 percent, Hispanic. The annual percentage of each minority group has remained relatively constant with the exception of the fall term 1983, when the proportion of blacks and Hispanics decreased. Black enrollment peaked in the fall of 1984 with 17.5 percent of the total enrollment, followed by a decrease to 16.8 percent in the fall term 1985. Hispanic enrollments have increased over the last two years to a high of 6.3 percent in the fall term 1985.

By Program of Study

Examination of minority enrollment by five general program categories indicates that the distribution varies by program. In comparison to the overall minority student population distribution of 25 percent, enrollment in pre-baccalaureate transfer programs averaged 20.8 percent for the four years (see Table 3). The proportions of Asian and American Indian students in transfer programs were identical to their overall proportions of 2.8 and 0.4 percent, respectively. However, black students comprised only 14.7 percent compared to 16.8 percent overall. Only 2.9 percent of the pre-transfer students were Hispanic, compared to 5.5 percent of the total student enrollment. Although the proportion of black and Hispanic enrollments in pre-baccalaureate transfer programs continues to be lower than their overall proportion of student population, both groups have increased their share of the pre-baccalaureate transfer student enrollments over the last four years.

Illinois Community College Board

Table 2

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
1983	269,948	(69.6)	63,841	(16.5)	20,382	(5.3)	9,997	(2.6)	1,997	(0.5)	21,657	(5.6)	387,822	(100.0)
1984	258,435	(72.5)	53,303	(14.9)	16,489	(4.6)	9,181	(2.6)	1,469	(0.4)	17,766	(5.0)	356,643	(100.0)
% Change	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%	
1985	249,206	(69.0)	63,356	(17.5)	21,065	(5.8)	10,658	(3.0)	1,471	(0.4)	15,430	(4.3)	361,186	(100.0)
% Change	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%	
1986	233,843	(68.8)	56,940	(16.8)	21,252	(6.3)	10,204	(3.0)	1,406	(0.4)	16,137	(4.7)	339,782	(100.0)
% Change	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%	
Average	252,858	(70.0)	59,360	(16.4)	19,797	(5.5)	10,010	(2.8)	1,586	(0.4)	17,748	(4.9)	361,358	(100.0)
% Change	-6.3%		-7.0%		2.9%		0.1%		-20.6%		-16.0%		-6.8%	

Illinois Community College Board

Table 3

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

Baccalaureate/Transfer 1.1

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
1983	92,123	(78.1)	14,924	(12.7)	2,813	(2.4)	2,541	(2.2)	517	(0.4)	4,980	(4.2)	117,898	(100.0)
1984	97,811	(74.4)	19,761	(15.0)	3,908	(3.0)	3,660	(2.8)	551	(0.4)	5,700	(4.3)	131,391	(100.0)
% Change Program	6.2%		32.4%		38.9%		44.0%		6.6%		14.5%		11.4%	
% Change Total R/E	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%	
1985	96,240	(74.5)	19,834	(15.3)	4,158	(3.2)	3,997	(3.1)	508	(0.4)	4,495	(3.5)	129,232	(100.0)
% Change Program	-1.6%		0.4%		6.4%		9.2%		-7.8%		-21.1%		-1.6%	
% Change Total R/E	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%	
1986	90,055	(73.3)	18,988	(15.5)	3,824	(3.1)	3,646	(3.0)	514	(0.4)	5,808	(4.7)	122,835	(100.0)
% Change Program	-6.4%		-4.3%		-8.0%		-8.8%		1.2%		29.2%		-5.0%	
% Change Total R/E	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%	
Average	94,057	(75.0)	18,377	(14.7)	3,676	(2.9)	3,461	(2.8)	523	(0.4)	5,246	(4.2)	125,339	(100.0)

The four-year average minority student enrollment in general studies programs (21 percent) was similar to that in the pre-transfer program area (20.8 percent). However, the proportion of Asian students was less than that found in pre-transfer programs, and the proportion of black students was greater than their pre-transfer enrollment (see Table 4).

Between fiscal years 1983 and 1986, minority enrollment in occupational programs averaged 17.8 percent, representing the lowest proportion of minority students of any of the five general program categories. The American Indian representation in occupational programs was identical to that for all programs at 0.4 percent. The representation of the other minority groups -- Asian, black, and Hispanic -- was less than their representations in either the overall or pre-transfer students populations (1.9, 12.7, and 2.7 percent, respectively). The distribution has remained relatively steady for each minority group over the four-year period (see Table 5).

Fall enrollments in specific occupational areas were examined for fall 1983, 1984, and 1985, the years for which the Classification of Instructional Programs (CIP) coding structure was used. Broad occupational program areas are presented in Tables 6 through 8. Programs with less than 300 students enrolled have been grouped into an "other" category. Program areas in which minority representation was the highest over the past three years were home and institutional services (22.8 percent) and communications (22.7 percent). Although, in general, enrollment of each of the racial/ethnic groups in home and institutional services has increased over the past three years, minority enrollment growth has been slower than non-minority enrollment growth, causing the percentage of minorities to decline from 23.9 percent in 1983 to 21.9 percent in 1985. Overall, enrollments in communications have declined since 1983. Most of the decline, however, has been in white student enrollment while minority enrollment remained steady, resulting in an increase in the proportion of minorities from 20.9 percent in 1983 to 27.0 percent in 1985. In 1985, almost one-fourth of the students in communications were black.

Minority students represented 19 percent of the enrollments in health and trade and industrial programs and 18 percent of business programs enrollment. Like enrollment in communications, enrollment in these three areas has declined over the past three years. The decrease has been slightly higher for white students.

Minority representation in the remaining occupational areas has been lower -- public and protective services, 14.9 percent; engineering technologies, 11.5 percent; cosmetology, 11.1 percent; and agriculture/horticulture, 3.2 percent. Among these programs, the only one that experienced increased enrollments during the three-year period was engineering technologies. Minority enrollments in this area have increased at a higher rate than white enrollments due primarily to a sharp increase in the number of black students in 1985.

Minority representation in the vocational skills category over the period of fiscal years 1983 through 1986 was similar to that in the pre-transfer and general studies categories - 20.5 percent. For all four racial/ethnic groups, the proportional representation in vocational skills was less than their representation in the overall student population. The distribution of minorities within the vocational skills area has remained steady for Asians, American Indians, and Hispanics, while the proportion of blacks has fluctuated

Illinois Community College Board

Table 4

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

General Studies 1.5

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
1983	42,010	(73.0)	8,303	(14.4)	1,305	(2.3)	1,131	(2.0)	200	(0.3)	4,628	(8.0)	57,577	(100.0)
1984	29,712	(75.6)	5,212	(13.3)	569	(1.4)	598	(1.5)	104	(0.3)	3,081	(7.8)	39,276	(100.0)
% Change Program	-29.3%		-37.2%		-56.4%		-47.1%		-48.0%		-33.4%		-31.8%	
% Change Total R/E	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%	
1985	33,985	(67.7)	10,223	(20.4)	1,288	(2.6)	1,005	(2.0)	145	(0.3)	3,523	(7.0)	50,169	(100.0)
% Change Program	14.4%		96.1%		126.4%		68.1%		39.4%		14.3%		27.7%	
% Change Total R/E	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%	
1986	28,721	(71.0)	7,074	(17.5)	1,258	(3.1)	916	(2.3)	105	(0.3)	2,358	(5.8)	40,432	(100.0)
% Change Program	-15.5%		-30.8%		-2.3%		-8.9%		-27.6%		-33.1%		-19.4%	
% Change Total R/E	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%	
Average	33,607	(71.7)	7,703	(16.4)	1,105	(2.4)	913	(1.9)	139	(0.3)	3,397	(7.2)	46,864	(100.0)

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Table 5

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

Occupational 1.2

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
1983	90,797	(76.9)	16,202	(13.7)	3,201	(2.7)	2,285	(1.9)	692	(0.6)	4,869	(4.1)	118,046	(100.0)
1984	93,230	(78.2)	14,331	(12.0)	3,189	(2.7)	2,166	(1.8)	491	(0.4)	5,767	(4.8)	119,174	(100.0)
% Change Program	2.7%		-11.5%		-0.4%		-5.2%		-29.0%		18.4%		1.0%	
% Change Total R/E	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%	
1985	87,959	(78.3)	14,132	(12.6)	3,040	(2.7)	2,109	(1.9)	425	(0.4)	4,713	(4.2)	112,378	(100.0)
% Change Program	-5.7%		-1.4%		-4.7%		-2.6%		-13.4%		-18.3%		-5.7%	
% Change Total R/E	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%	
1986	84,130	(77.4)	13,368	(12.3)	3,113	(2.9)	2,323	(2.1)	410	(0.4)	5,408	(5.0)	108,752	(100.0)
% Change Program	-4.4%		-5.4%		2.4%		10.1%		-3.5%		14.7%		-3.2%	
% Change Total R/E	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%	
Average	89,029	(77.8)	14,508	(12.7)	3,136	(2.7)	2,221	(1.9)	504	(0.4)	5,189	(4.5)	114,587	(100.0)

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Table 6

FISCAL YEAR 1984
FALL OPENING OCCUPATIONAL PROGRAM ENROLLMENTS BY RACIAL/ETHNIC CATEGORIES

Program	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
Ag/Horticulture	2,173	(92.4)	54	(2.3)	10	(0.4)	8	(0.3)	2	(0.1)	104	(4.4)	2,351	(100.0)
% Total R/E	(2.3%)		(0.4%)		(0.3%)		(0.4%)		(0.4%)		(1.8%)		(2.0%)	
Business	43,953	(77.8)	6,929	(12.3)	1,576	(2.8)	1,118	(2.0)	215	(0.4)	2,694	(4.8)	56,485	(100.0)
% Total R/E	(47.1%)		(48.3%)		(49.4%)		(51.6%)		(43.8%)		(46.7%)		(47.4%)	
Communications	582	(72.4)	151	(18.8)	9	(1.1)	5	(0.6)	3	(0.4)	54	(6.7)	804	(100.0)
% Total R/E	(0.6%)		(1.1%)		(0.3%)		(0.2%)		(0.6%)		(0.9%)		(0.7%)	
Cosmetology	663	(82.5)	67	(8.3)	8	(1.0)	4	(0.5)	3	(0.4)	59	(7.3)	804	(100.0)
% Total R/E	(0.7%)		(0.5%)		(0.3%)		(0.2%)		(0.6%)		(1.0%)		(0.7%)	
Engineering Tech	7,449	(81.6)	489	(5.4)	209	(2.3)	255	(2.8)	28	(0.3)	700	(7.7)	9,130	(100.0)
% Total R/E	(8.0%)		(3.4%)		(6.6%)		(11.8%)		(5.7%)		(12.1%)		(7.7%)	
Health	14,914	(77.3)	2,643	(13.7)	442	(2.3)	381	(2.0)	116	(0.6)	808	(4.2)	19,304	(100.0)
% Total R/E	(16.0%)		(18.4%)		(13.9%)		(17.6%)		(23.6%)		(14.0%)		(16.2%)	
Home/Institutional Services	3,486	(71.8)	968	(20.0)	115	(2.4)	46	(0.9)	30	(0.6)	207	(4.3)	4,852	(100.0)
% Total R/E	(3.7%)		(6.8%)		(3.6%)		(2.1%)		(6.1%)		(3.6%)		(4.1%)	
Public/Protective Services	5,414	(82.3)	699	(10.6)	170	(2.6)	30	(0.5)	24	(0.4)	242	(3.7)	6,579	(100.0)
% Total R/E	(5.8%)		(4.9%)		(5.3%)		(1.4%)		(4.9%)		(4.2%)		(5.5%)	
Trade & Industrial	13,271	(76.4)	2,249	(12.9)	627	(3.6)	294	(1.7)	68	(0.4)	863	(5.0)	17,372	(100.0)
% Total R/E	(14.2%)		(15.7%)		(19.7%)		(13.6%)		(13.8%)		(15.0%)		(14.6%)	
Other	1,325	(88.7)	82	(5.5)	23	(1.5)	25	(1.7)	2	(0.1)	36	(2.4)	1,493	(100.0)
% Total R/E	(1.4%)		(0.6%)		(0.7%)		(1.2%)		(0.4%)		(0.6%)		(1.3%)	
Total	93,230	(78.2)	14,331	(12.0)	3,189	(2.7)	2,166	(1.8)	491	(0.4)	5,767	(4.8)	119,174	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

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Table 7

FISCAL YEAR 1985
FALL OPENING OCCUPATIONAL PROGRAM ENROLLMENTS BY RACIAL/ETHNIC CATEGORIES

Program	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
Ag/Horticulture	2,070	(92.2)	49	(2.2)	13	(0.6)	7	(0.3)	5	(0.2)	100	(4.5)	2,244	(100.0)
% Total R/E		(2.4%)		(0.3%)		(0.4%)		(0.3%)		(1.2%)		(2.1%)		(2.0%)
Business	39,862	(77.9)	6,584	(12.9)	1,498	(2.9)	1,075	(2.1)	160	(0.3)	1,997	(3.9)	51,176	(100.0)
% Total R/E		(45.3%)		(46.6%)		(49.3%)		(51.0%)		(37.6%)		(42.0%)		(45.5%)
Communications	556	(74.7)	145	(19.5)	13	(1.7)	8	(1.1)	1	(0.1)	21	(2.8)	744	(100.0)
% Total R/E		(0.6%)		(1.0%)		(0.4%)		(0.4%)		(0.2%)		(0.4%)		(0.7%)
Cosmetology	771	(86.0)	62	(6.9)	6	(0.7)	8	(0.9)	3	(0.3)	46	(5.1)	896	(100.0)
% Total R/E		(0.9%)		(0.4%)		(0.2%)		(0.4%)		(0.7%)		(1.0%)		(0.8%)
Engineering Tech	6,881	(82.2)	482	(5.8)	195	(2.3)	277	(3.3)	20	(0.2)	515	(6.2)	8,370	(100.0)
% Total R/E		(7.8%)		(3.4%)		(6.4%)		(13.1%)		(4.7%)		(10.9%)		(7.4%)
Health	14,004	(77.1)	2,648	(14.6)	397	(2.2)	357	(2.0)	90	(0.5)	676	(3.7)	18,172	(100.0)
% Total R/E		(15.9%)		(18.7%)		(13.1%)		(16.9%)		(21.2%)		(14.3%)		(16.2%)
Home/Institutional Services	3,836	(73.0)	1,006	(19.1)	118	(2.2)	43	(0.8)	34	(0.6)	217	(4.1)	5,254	(100.0)
% Total R/E		(4.4%)		(7.1%)		(3.9%)		(2.0%)		(8.0%)		(4.6%)		(4.7%)
Public/Protective Services	5,263	(81.2)	762	(11.8)	164	(2.5)	30	(0.5)	21	(0.3)	239	(3.7)	6,479	(100.0)
% Total R/E		(6.0%)		(5.4%)		(5.4%)		(1.4%)		(4.9%)		(5.1%)		(5.8%)
Trade & Industrial	12,827	(76.9)	2,298	(13.8)	611	(3.7)	291	(1.7)	85	(0.5)	560	(3.4)	16,672	(100.0)
% Total R/E		(14.6%)		(16.3%)		(20.1%)		(13.8%)		(20.0%)		(11.9%)		(14.8%)
Other	1,889	(79.7)	96	(4.0)	25	(1.1)	13	(0.5)	6	(0.3)	342	(14.4)	2,371	(100.0)
% Total R/E		(2.1%)		(0.7%)		(0.8%)		(0.6%)		(1.4%)		(7.3%)		(2.1%)
Total	87,959	(78.3)	14,132	(12.6)	3,040	(2.7)	2,109	(1.9)	425	(0.4)	4,713	(4.2)	112,378	(100.0)
% Total R/E		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)

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Table 8

FISCAL YEAR 1986
FALL OPENING OCCUPATIONAL PROGRAM ENROLLMENTS BY RACIAL/ETHNIC CATEGORIES

Program	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
Ag/Horticulture	2,022	(91.1)	34	(1.5)	20	(0.9)	8	(0.4)	7	(0.3)	128	(5.8)	2,219	(100.0)
% Total R/E	(2.4%)		(0.3%)		(0.6%)		(0.3%)		(1.7%)		(2.4%)		(2.0%)	
Business	38,323	(77.3)	6,273	(12.7)	1,499	(3.0)	1,168	(2.4)	179	(0.4)	2,141	(4.3)	49,583	(100.0)
% Total R/E	(45.6%)		(46.9%)		(48.2%)		(50.3%)		(43.7%)		(39.6%)		(45.6%)	
Communications	427	(70.5)	147	(24.3)	10	(1.7)	4	(0.7)	2	(0.3)	16	(2.6)	606	(100.0)
% Total R/E	(0.5%)		(1.1%)		(0.3%)		(0.2%)		(0.5%)		(0.3%)		(0.6%)	
Cosmetology	648	(79.3)	93	(11.4)	12	(1.5)	9	(1.1)	5	(0.6)	50	(6.1)	817	(100.0)
% Total R/E	(0.8%)		(0.7%)		(0.4%)		(0.4%)		(1.2%)		(0.9%)		(0.8%)	
Engineering Tech	8,580	(80.1)	698	(6.5)	266	(2.5)	299	(2.8)	32	(0.3)	837	(7.8)	10,712	(100.0)
% Total R/E	(10.2%)		(5.2%)		(8.5%)		(12.9%)		(7.8%)		(15.5%)		(9.8%)	
Health	11,562	(74.5)	2,261	(14.6)	352	(2.3)	333	(2.1)	71	(0.5)	948	(6.1)	15,527	(100.0)
% Total R/E	(13.7%)		(16.9%)		(11.3%)		(14.3%)		(17.3%)		(17.5%)		(14.3%)	
Home/Institutional Services	4,690	(74.2)	1,113	(17.6)	164	(2.6)	83	(1.3)	23	(0.4)	245	(3.9)	6,318	(100.0)
% Total R/E	(5.6%)		(8.3%)		(5.3%)		(3.6%)		(5.6%)		(4.5%)		(5.8%)	
Public/Protective Services	5,072	(80.2)	746	(11.8)	179	(2.8)	33	(0.5)	23	(0.4)	272	(4.3)	6,325	(100.0)
% Total R/E	(6.0%)		(5.6%)		(5.8%)		(1.4%)		(5.6%)		(5.0%)		(5.8%)	
Trade & Industrial	12,235	(76.7)	1,947	(12.2)	601	(3.8)	381	(2.4)	66	(0.4)	730	(4.6)	15,960	(100.0)
% Total R/E	(14.5%)		(14.6%)		(19.3%)		(16.4%)		(16.1%)		(13.5%)		(14.7%)	
Other	571	(83.4)	56	(8.2)	10	(1.5)	5	(0.7)	2	(0.3)	41	(6.0)	685	(100.0)
% Total R/E	(0.7%)		(0.4%)		(0.3%)		(0.2%)		(0.5%)		(0.8%)		(0.6%)	
Total	84,130	(77.4)	13,368	(12.3)	3,113	(2.9)	2,323	(2.1)	410	(0.4)	5,408	(5.0)	108,752	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

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Table 9

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

Vocational Skills 1.6

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total
1983	16,551	(75.8)	2,900	(13.3)	840	(3.8)	400	(1.8)	87	(0.4)	1,056	(4.8)	21,834
1984	11,458	(74.7)	1,550	(10.1)	511	(3.3)	233	(1.5)	57	(0.4)	1,528	(10.0)	15,337
% Change Program	-30.8%		-46.6%		-39.2%		-41.8%		-34.5%		44.7%		-29.8%
% Change Total R/E	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%
1985	15,396	(67.9)	4,484	(19.8)	902	(4.0)	437	(1.9)	73	(0.3)	1,391	(6.1)	22,683
% Change Program	34.4%		189.3%		76.5%		87.6%		28.1%		-9.0%		47.9%
% Change Total R/E	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%
1986	17,311	(72.3)	3,200	(13.4)	908	(3.8)	498	(2.1)	66	(0.3)	1,962	(8.2)	23,945
% Change Program	12.4%		-28.6%		0.7%		14.0%		-9.6%		41.0%		5.6%
% Change Total R/E	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%
Average	15,179	(72.4)	3,034	(14.5)	790	(3.8)	392	(1.9)	71	(0.3)	1,484	(7.1)	20,950

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Table 10

FISCAL YEAR 1983 - FISCAL YEAR 1986
RACIAL/ETHNIC FALL OPENING HEADCOUNT ENROLLMENT

Remedial 1.4, ABE 1.7, ASE 1.8

Fiscal Year	White		Black		Hispanic		Asian		American Indian		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
1983	12,028	(27.7)	16,091	(37.0)	11,123	(25.6)	2,691	(6.2)	297	(0.7)	1,231	(2.8)	43,461
1984	8,103	(27.2)	10,507	(35.2)	7,724	(25.9)	1,973	(6.6)	198	(0.7)	1,306	(4.4)	29,811
% Change Program	-32.6%		-34.7%		-30.6%		-26.7%		-33.3%		6.1%		-31.4%
% Change Total R/E	-4.3%		-16.5%		-19.1%		-8.2%		-26.4%		-18.0%		-8.0%
1985	10,787	(27.6)	13,127	(33.6)	11,263	(28.8)	2,478	(6.3)	274	(0.7)	1,163	(3.0)	39,092
% Change Program	33.1%		24.9%		45.8%		25.6%		38.4%		-10.9%		31.1%
% Change Total R/E	-3.6%		18.9%		27.8%		16.1%		0.1%		-13.1%		1.3%
1986	13,032	(30.6)	13,848	(32.6)	12,041	(28.3)	2,768	(6.5)	298	(0.7)	565	(1.3)	42,552
% Change Program	20.8%		5.5%		6.9%		11.7%		8.8%		-51.4%		8.9%
% Change Total R/E	-6.2%		-10.1%		0.9%		-4.3%		-4.4%		4.6%		-5.9%
Average	10,988	(28.4)	13,393	(34.6)	10,538	(27.2)	2,477	(6.4)	267	(0.7)	1,066	(2.8)	38,729

over the four-year period, with 13.3 percent in 1982, 10.1 percent in 1983, 19.8 percent in 1984, and 13.4 percent in 1985 (see Table 9).

Almost 69 percent of the fall enrollments in remedial, adult basic, and adult secondary education classes were minority students. The distribution in this category -- Asian, 6.4 percent; American Indian, 0.7 percent; black, 34.6 percent; Hispanic, 27.2 percent; white, 28.4 percent; and other, 2.8 percent -- shows that the proportion of each minority group is higher than its share of enrollment in all program areas. The proportion of Asian and American Indian students has changed very little over the last four years, the proportion of black students has decreased each year, and the proportion of Hispanic students has increased (see Table 10).

Enrollments by College

In order to obtain a comparable measure of minority representation among colleges, the proportion of minority enrollments in each college was compared to the district's population distribution estimates, based on the 1980 Census, presented in Table A5 of Appendix A. Since Hispanics were not included as a separate classification in the Census racial categories, a rough adjustment to the district's racial distribution was made to account for the Hispanic population, based on available county racial distributions. No adjustment was made for age or for in- and out-migration since 1980 (see Table A6 in Appendix A). Racial/ethnic enrollment distribution by college for fall terms fiscal year 1983 through fiscal year 1986 are presented in Tables A1-A4 of Appendix A.

Based on the 1980 Census population estimates, eleven of the community college districts have less than a five percent minority population, seventeen districts have at least five percent but less than ten percent, nine districts have between 10 and 20 percent, and two districts have more than 50 percent. Table 11 provides a summary of the number of districts with similar minority enrollments from fiscal year 1983 through fiscal year 1986, as well as the number of districts whose four-year average enrollments fall into each percentage category. In general, there were fewer districts with less than 10 percent minority enrollment and more districts with more than 10 percent minority enrollments than would be expected from the 1980 Census population distributions.

Table 11

SUMMARY OF NUMBER OF DISTRICTS BY PERCENT OF FALL MINORITY ENROLLMENT BY FISCAL YEAR

% Minority	1983	1984	1985	1986	4-Year Average	1980 Census Estimates
0 - 4.99	10	9	10	8	9	11
5 - 9.99	17	17	15	14	15	17
10 - 19.99	10	10	10	12	12	9
20+	2	3	4	5	3	2
TOTAL	39	39	39	39	39	39

A more detailed analysis of minority enrollments compared to population distributions indicates that eleven districts' four-year average of the proportion of minority enrollments was below their district's proportion of minority population, while 28 districts enrolled an equal or greater proportion than would be expected from the district's population (see Table 12). With the exception of fiscal year 1984 when minority enrollments declined, there has been a steady increase in the number of colleges with minority representation greater than expected.

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Table 12

SUMMARY OF NUMBER OF DISTRICTS WITH FALL MINORITY ENROLLMENT BELOW AND ABOVE POPULATION MINORITY DISTRIBUTION BY FISCAL YEAR

	1983	1984	1985	1986	4-Year Average
Below	15	18	12	9	11
Equal or Above	24	21	27	30	28

Community College Completions

Statewide

Over the past three years, fiscal years 1983 through 1985, the total number of community college completers (graduates) has remained relatively constant, declining less than one percent. During this same time period, the number of Asian, Hispanic, and white completers increased, while the number of blacks, American Indians, and others (non-resident aliens and unknowns) decreased (see Table 13). The largest increase has occurred among Hispanics who have experienced an increase of 13 percent between fiscal year 1983 and fiscal year 1985. Although the number of American Indian completers declined by 43 percent, the number of students is very small. The number of black completers declined by four percent.

Overall, during the three-year period, minorities have accounted for 15.6 percent of all completers. It should be noted that completions generally occur in baccalaureate transfer, general studies, and occupational programs only. Thus, in comparing completions to enrollments, it is more appropriate to compare the four-year average minority enrollment of 19.6 percent in these three categories to the 15.6 percent than the overall minority enrollment percentage of 25 percent. The proportion of Asian completers rose from 1.7 percent in 1983 to 1.9 percent in 1985. American Indian representation among completers declined from 0.6 percent in 1983 to 0.3 percent in 1985. The proportion of black completers remained relatively constant at approximately 10.9 percent. The proportion of Hispanic completers has experienced an increase from 2.3 percent in 1983 to 2.6 percent in 1985. (Tables A7 through A9 in Appendix A present the racial/ethnic distribution of completers by college and year.)

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Table 13

FISCAL YEAR 1983 - FISCAL YEAR 1985
RACIAL/ETHNIC COMPLETIONS

Fiscal Year	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
1983	20,865	(73.8)	3,088	(10.9)	650	(2.3)	477	(1.7)	162	(0.6)	3,016	(10.7)	28,258	(100.0)
% Change	-8.1%		3.4%		14.2%		11.7%		-40.7%		114.2%		-0.4%	
1984	21,949	(77.3)	3,090	(10.9)	787	(2.8)	505	(1.8)	131	(0.5)	1,939	(6.8)	28,401	(100.0)
% Change	5.2%		0.1%		21.1%		5.9%		-19.1%		-35.7%		0.5%	
1985	22,040	(78.6)	2,961	(10.6)	735	(2.6)	528	(1.9)	92	(0.3)	1,692	(6.0)	28,048	(100.0)
% Change	0.4%		-4.2%		-6.6%		4.6%		-29.8%		-12.7%		-1.2%	

By Degree and Certificate Type

Tables 14 through 16 present a summary of the major types of award by racial/ethnic category for fiscal years 1983 through 1985. The associate in arts (AA) and associate in science (AS) degrees are designed to transfer to baccalaureate degree-granting institutions. Asians, American Indians, blacks, and Hispanics have comprised 17.0 percent of the AA degree recipients during the three-year period. There has been an increase in minority representation among AA completers each year since 1983, when minorities represented 13.9 percent of the AA degree recipients compared to 19.1 percent in 1985. Most of the increase is in the proportion of black and Hispanic degree completers. Only 6.3 percent of the AS degree recipients for the three-year period were minority students. Their share of these degrees, however, increased from 6.2 percent in 1983 to 6.6 percent in 1985, as more Asian and Hispanic students earned AS degrees. Black students' share of these degrees declined in 1985 to 3.7 percent from 4.1 percent in 1983.

A small number of associate in general studies (AGS) degrees are awarded each year. These degrees are designed to meet individual student needs and are not necessarily transferable or occupational in nature. Over the past three years, minority students earned 43.3 percent of the AGS degrees awarded by community colleges. This is in sharp contrast to their proportion of enrollment (21 percent) in this program category. Asians earned 11.0 percent of the AGS degrees; American Indians, 0.5 percent; blacks, 26.9 percent; and Hispanics, 4.9 percent. The share of AGS degrees earned by Asians and Hispanics increased over the three years.

Minority students earned 12.7 percent of the associate in applied science (AAS) degrees during the last three years. Their share of these occupational degrees increased from 12.4 percent in 1983 to 12.9 percent in 1985. Most of this increase was due to a rise in the number of Asians and Hispanics earning the AAS degree.

During the past three years, 21.2 percent of the occupational certificates were awarded to minority students. In contrast to occupational AAS degrees which showed an increase in minority recipients, however, the share of certificates awarded to minorities declined over the three-year period from 23.9 percent in 1983 to 18.5 percent in 1985. This may be an indication that more minority students are choosing to complete a degree rather than discontinuing their education after certificate-level training only. The decline in the percentage of occupational certificates earned by minorities as a group occurred, as well, within each of the four individual minority groups.

By Occupational Program

Analysis of degrees and certificates awarded in specific occupational areas was conducted for fiscal years 1984 and 1985 only, the two years for which the Classification of Instructional Programs (CIP) coding structure was used. Broad occupational program areas with over 100 annual completers are presented in Tables 17 and 18. Programs with fewer than 100 completers have been combined into the "other" category. These "other" occupational programs include legal assisting, technical writing, library assisting, recreation, science technologies, and visual and performing arts. Program areas in which minorities comprised the largest share of completions over the last two years

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Table 14

FISCAL YEAR 1983
RACIAL/ETHNIC COMPLETIONS BY DEGREE TYPE

Degree	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
AA	4,205	(69.8)	652	(10.8)	86	(1.4)	59	(1.0)	43	(0.7)	982	(16.3)	6,027	(100.0)
% Total R/E	(20.2%)		(21.1%)		(13.2%)		(12.4%)		(26.5%)		(32.6%)		(21.3%)	
AS	2,944	(88.0)	138	(4.1)	34	(1.0)	30	(0.9)	5	(0.1)	194	(5.8)	3,345	(100.0)
% Total R/E	(14.1%)		(4.5%)		(5.2%)		(6.3%)		(3.1%)		(6.4%)		(11.8%)	
AGS	239	(56.2)	102	(24.0)	15	(3.5)	45	(10.6)	1	(0.2)	23	(5.4)	425	(100.0)
% Total R/E	(1.1%)		(3.3%)		(2.3%)		(9.4%)		(0.6%)		(0.8%)		(1.5%)	
AAS	8,239	(76.8)	914	(8.5)	199	(1.9)	160	(1.5)	57	(0.5)	1,161	(10.8)	10,730	(100.0)
% Total R/E	(39.5%)		(29.6%)		(30.6%)		(33.5%)		(35.2%)		(38.5%)		(38.0%)	
Occup. Certificate	5,190	(67.6)	1,282	(16.7)	315	(4.1)	183	(2.4)	53	(0.7)	654	(8.5)	7,677	(100.0)
% Total R/E	(24.9%)		(41.5%)		(48.5%)		(38.4%)		(32.7%)		(21.7%)		(27.2%)	
Other	48	(88.9)	0		1	(1.9)	0		3	(5.6)	2	(3.7)	54	(100.0)
% Total R/E	(0.2%)		(0.0%)		(0.2%)		(0.0%)		(1.9%)		(0.1%)		(0.2%)	
Total	20,865	(73.8)	3,088	(10.9)	650	(2.3)	477	(1.7)	162	(0.6)	3,016	(10.7)	28,258	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

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Table 15

FISCAL YEAR 1984
RACIAL/ETHNIC COMPLETIONS BY DEGREE TYPE

Degree	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
AA	4,649	(74.0)	863	(13.7)	134	(2.1)	80	(1.3)	48	(0.8)	507	(8.1)	6,281	(100.0)
% Total R/E		(21.2%)		(27.9%)		(17.0%)		(15.8%)		(36.6%)		(26.1%)		(22.1%)
AS	2,763	(88.5)	130	(4.2)	32	(1.0)	25	(0.8)	3	(0.1)	169	(5.4)	3,122	(100.0)
% Total R/E		(12.6%)		(4.2%)		(4.1%)		(5.0%)		(2.3%)		(8.7%)		(11.0%)
AGS	197	(51.0)	114	(29.5)	16	(4.1)	33	(8.5)	3	(0.8)	23	(6.0)	386	(100.0)
% Total R/E		(0.9%)		(3.7%)		(2.0%)		(6.5%)		(2.3%)		(1.2%)		(1.4%)
AAS	8,480	(80.7)	921	(8.8)	192	(1.8)	211	(2.0)	35	(0.3)	672	(6.4)	10,511	(100.0)
% Total R/E		(38.6%)		(29.8%)		(24.4%)		(41.8%)		(26.7%)		(34.7%)		(37.0%)
Occup. Certificate	5,647	(71.7)	1,055	(13.4)	413	(5.2)	151	(1.9)	42	(0.5)	568	(7.2)	7,876	(100.0)
% Total R/E		(25.7%)		(34.1%)		(52.5%)		(29.9%)		(32.1%)		(29.3%)		(27.7%)
Other	213	(94.7)	7	(3.1)	0		5	(2.2)	0		0		225	(100.0)
% Total R/E		(1.0%)		(0.2%)		(0.0%)		(1.0%)		(0.0%)		(0.0%)		(0.8%)
Total	21,949	(77.3)	3,090	(10.9)	787	(2.8)	505	(1.8)	131	(0.5)	1,939	(6.8)	28,401	(100.0)
% Total R/E		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)

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Table 16

FISCAL YEAR 1985
RACIAL/ETHNIC COMPLETIONS BY DEGREE TYPE

Degree	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
AA	4,336	(72.7)	876	(14.7)	146	(2.4)	84	(1.4)	30	(0.5)	489	(8.2)	5,961	(100.0)
% Total R/E	(19.7%)		(29.6%)		(19.9%)		(15.9%)		(32.6%)		(28.9%)		(21.3%)	
AS	3,170	(89.1)	131	(3.7)	49	(1.4)	48	(1.3)	5	(0.1)	155	(4.4)	3,558	(100.0)
% Total R/E	(14.4%)		(4.4%)		(6.7%)		(9.1%)		(5.4%)		(9.2%)		(12.7%)	
AGS	173	(45.6)	104	(27.4)	27	(7.1)	53	(14.0)	2	(0.5)	20	(5.3)	379	(100.0)
% Total R/E	(0.8%)		(3.5%)		(3.7%)		(10.0%)		(2.2%)		(1.2%)		(1.4%)	
AAS	8,534	(81.2)	899	(8.6)	236	(2.2)	195	(1.9)	26	(0.2)	623	(5.9)	10,513	(100.0)
% Total R/E	(38.7%)		(30.4%)		(32.1%)		(36.9%)		(28.3%)		(36.8%)		(37.5%)	
Occup. Certificate	5,598	(76.0)	933	(12.7)	260	(3.5)	138	(1.9)	29	(0.4)	404	(5.5)	7,362	(100.0)
% Total R/E	(25.4%)		(31.5%)		(35.4%)		(26.1%)		(31.5%)		(23.9%)		(26.2%)	
Other	229	(83.3)	18	(6.5)	17	(6.2)	10	(3.6)	0		1	(0.4)	275	(100.0)
% Total R/E	(1.0%)		(0.6%)		(2.3%)		(1.9%)		0.0%		(0.1%)		(1.0%)	
Total	22,040	(78.6)	2,961	(10.6)	735	(2.6)	528	(1.9)	92	(0.3)	1,692	(6.0)	28,048	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

SOURCE: 1985 Duplicated Completers by Degree Type

include home and institutional services (22.4 percent), communications (21 percent), and trade and industry (20.3 percent). In both home and institutional services and communications, the proportion of minority student graduates increased in 1985. The proportion of trade and industry degrees and certificates earned by minority students decreased slightly in 1985.

Three occupational program areas had moderate minority representation. Public and protective services which includes law enforcement, fire science, and social service graduates were comprised of 18.6 percent minority completers over the two-year period. Minority students comprised 16.2 percent of the business completers and 15.1 percent of the health occupations completers. A decline in the share of degrees and certificates earned by minorities was experienced in all three of these program areas in 1985.

The share of degrees and certificates earned by minorities in cosmetology (8.4 percent), engineering technologies (7.3 percent), and agriculture/ horticulture (2.0 percent) was minimal. With the exception of agriculture/ horticulture, minority representation in these programs declined in 1985. A slight increase in the number of black students earning awards in agriculture/ horticulture accounted for the minority increase in this area in 1985.

In the remaining occupational program areas, minority students comprised 9.7 percent of the graduates during the last two years. The proportion increased from 7.1 percent (10 of 141) in 1984 to 12.4 percent (17 of 137) in 1985.

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Table 17

FISCAL YEAR 1984
OCCUPATIONAL PROGRAM COMPLETERS BY RACIAL/ETHNIC CATEGORIES

Program	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
Ag/Horticulture	448	(94.1)	2	(0.4)	5	(1.1)					21	(4.4)	476	(100.0)
% Total R/E	(3.2%)		(0.1%)		(0.8%)						(1.7%)		(2.6%)	
Business	4,280	(75.2)	569	(10.0)	237	(4.2)	170	(3.0)	28	(0.5)	408	(7.2)	5,692	(100.0)
% Total R/E	(30.3%)		(28.8%)		(39.2%)		(47.0%)		(36.4%)		(32.9%)		(31.0%)	
Communications	91	(73.4)	20	(16.1)	1	(0.8)	1	(0.8)			11	(0.1)	124	(100.0)
% Total R/E	(0.6%)		(1.0%)		(0.2%)		(0.3%)				(0.9%)		(0.7%)	
Cosmetology	322	(86.6)	22	(5.9)	6	(1.6)	3	(0.8)	3	(0.8)	16	(4.3)	372	(100.0)
% Total R/E	(2.3%)		(1.1%)		(1.0%)		(0.8%)		(3.9%)		(1.3%)		(2.0%)	
Engineering Tech	920	(82.6)	28	(2.5)	24	(2.2)	41	(3.7)			101	(9.1)	1,114	(100.0)
% Total R/E	(6.5%)		(1.4%)		(4.0%)		(11.3%)				(8.1%)		(6.1%)	
Health	4,732	(79.6)	655	(11.0)	147	(2.5)	84	(1.4)	32	(0.5)	296	(5.0)	5,946	(100.0)
% Total R/E	(33.5%)		(33.1%)		(24.3%)		(23.2%)		(41.6%)		(23.9%)		(32.3%)	
Home/Institutional Services	507	(65.2)	138	(17.7)	16	(2.1)	9	(1.2)	2	(0.3)	106	(13.6)	778	(100.0)
% Total R/E	(3.6%)		(7.0%)		(2.6%)		(2.5%)		(2.6%)		(8.5%)		(4.2%)	
Public/Protective Services	712	(75.7)	134	(14.3)	40	(4.3)	2	(0.2)	4	(0.4)	48	(5.1)	940	(100.0)
% Total R/E	(5.0%)		(6.8%)		(6.6%)		(0.6%)		(5.2%)		(3.9%)		(5.1%)	
Trade & Industrial	2,015	(71.9)	401	(14.3)	126	(4.5)	52	(1.9)	8	(0.3)	185	(6.6)	2,804	(100.0)
% Total R/E	(14.3%)		(20.3%)		(20.8%)		(14.4%)		(10.4%)		(14.9%)		(15.2%)	
Other	100	(70.9)	7	(5.0)	3	(2.1)					48	(34.0)	141	(100.0)
% Total R/E	(0.7%)		(0.4%)		(0.5%)						(3.9%)		(0.8%)	
Total	14,127	(76.8)	1,976	(10.7)	605	(3.3)	362	(2.0)	77	(0.4)	1,240	(6.7)	18,387	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

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Table 18

FISCAL YEAR 1985
OCCUPATIONAL PROGRAM COMPLETERS BY RACIAL/ETHNIC CATEGORIES

Program	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total N	Total %
Ag/Horticulture	422	(92.1)	7	(1.5)	5	(1.1)					24	(5.2)	458	(100.0)
% Total R/E	(3.0%)		(0.4%)		(1.0%)						2.3%		(2.6%)	
Business	4,517	(78.5)	514	(8.9)	187	(3.2)	130	(2.3)	18	(0.3)	389	(6.8)	5,755	(100.0)
% Total R/E	(32.0%)		(28.1%)		(37.7%)		(39.0%)		(32.7%)		37.9%		(32.2%)	
Communications	63	(73.3)	19	(22.1)			3	(3.5)			1	(1.2)	86	(100.0)
% Total R/E	(0.4%)		(1.0%)				(0.9%)				0.1%		(0.5%)	
Cosmetology	316	(88.3)	20	(5.6)	3	(0.8)	4	(1.1)			15	(4.2)	358	(100.0)
% Total R/E	(2.2%)		(1.1%)		(0.6%)		(1.2%)				1.5%		(2.0%)	
Engineering Tech	884	(87.2)	15	(1.5)	10	(1.0)	36	(3.6)	2	(0.2)	67	(6.6)	1,014	(100.0)
% Total R/E	(6.3%)		(0.8%)		(12.0%)		(10.8%)		(3.6%)		6.5%		(5.7%)	
Health	4,408	(80.2)	599	(11.0)	102	(1.9)	79	(1.4)	21	(0.4)	248	(4.5)	5,457	(100.0)
% Total R/E	(31.2%)		(32.7%)		(20.6%)		(23.7%)		(38.2%)		24.1%		(30.5%)	
Home/Institutional Services	550	(68.7)	163	(20.3)	17	(2.1)	6	(0.7)	3	(0.4)	62	(7.7)	801	(100.0)
% Total R/E	(3.9%)		(8.9%)		(3.4%)		(1.8%)		(5.5%)		6.0%		(4.5%)	
Public/Protective Services	657	(77.4)	115	(13.5)	30	(3.5)	8	(0.9)			39	(4.6)	849	(100.0)
% Total R/E	(4.6%)		(6.3%)		(6.0%)		(2.4%)				3.8%		(4.7%)	
Trade & Industrial	2,217	(74.9)	372	(12.6)	136	(4.6)	64	(2.2)	11	(0.4)	160	(5.4)	2,960	(100.0)
% Total R/E	(15.7%)		(20.3%)		(27.4%)		(19.2%)		(20.0%)		15.6%		(16.6%)	
Other	98	(71.5)	8	(5.8)	6	(4.4)	3	(2.2)			22	(16.1)	137	(100.0)
% Total R/E	(0.7%)		(0.4%)		(1.2%)		(0.9%)				2.1%		(0.8%)	
Total	14,132	(79.1)	1,832	(10.2)	496	(2.8)	333	(1.9)	55	(0.3)	1,027	(5.7)	17,875	(100.0)
% Total R/E	(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)		(100.0%)	

CLIMATE FOR THE EDUCATION OF MINORITY STUDENTS

This section examines the factors that potentially could influence the participation of minority students in Illinois public community colleges. The first subsection examines employment in various professional categories at community colleges. Data from the federal Equal Employment Opportunity Commission's EEO-6 Survey as presented in the Illinois Board of Higher Education's Statistical Report of Female and Minority Employment in Higher Education, Fall 1985 and Trend Data for 1977-1985, July 1986, are used as the basis for this analysis. Data for one college were not available from the EEO Survey. These data, available from ICCB records, have been incorporated; therefore, totals and percentages will differ slightly from the recent IBHE report. The second subsection of this report examines services designed to facilitate recruitment, retention, and follow up of minority students in community colleges. The data used to support these analyses are derived from a special survey of the community colleges conducted in Spring 1986.

Community College Staff

Statewide racial/ethnic distribution of all full-time employees at community colleges for fall term 1985 was Asian, 1.6 percent; American Indian, 0.2 percent; black, 12.5 percent; Hispanic, 1.9 percent; and white, 83.8 percent. These proportions are somewhat higher than the general state population distribution for Asians, American Indian, and whites and lower for blacks and Hispanics. Table B1 in Appendix B presents the distribution of full-time employees by individual college. A comparison of each college's minority representation among its full-time employees with the district's minority population reveals fourteen of the colleges employ a higher proportion of minorities than are found in the population, while twenty-five districts are below their district's minority population rates.

Examination of three full-time employment classification categories -- executive/administrative/management, faculty, and professional non-faculty -- shows that the percentage distribution differs for the various racial/ethnic groups. Statewide, the highest proportion of minorities, almost 15 percent, was in the executive/administrative/management category where blacks and Hispanics had greater representation than among faculty and professional non-faculty. Minorities comprised 12.5 percent of the full-time faculty and only ten percent of the professional non-faculty positions. Minority representation, over 21 percent, was higher among part-time faculty than in any of the specific full-time categories examined (see Table 19).

A comparison of employment categories with the district's minority population indicates that twelve of the districts employed a higher proportion of minorities in executive/administrative/managerial positions than was found in the general population. Ten districts employed a higher percentage of professional non-faculty personnel, and only five districts employed a higher percentage of faculty. While it may not be realistic to expect representation in the various employment classifications to mirror that of the general population, this comparison does indicate that if role modeling is a factor in student recruitment and retention, minority representation, particularly among full-time faculty and professional non-faculty, may warrant closer examination (see Table 20 and Appendix B).

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Table 19

STATEWIDE DISTRIBUTION OF FULL-TIME EMPLOYEES AND PART-TIME FACULTY
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FALL TERM 1985

Category	White	Black	Hispanic	Asian	American Indian	Total
Full-time						
Exec/Admin/Management	85.2%	11.7%	1.7%	1.1%	0.3%	1,167
Faculty	87.5	9.0	1.1	2.2	0.2	5,500
Professional Non-Faculty	90.0	7.1	0.9	1.8	0.2	548
Other	79.5	17.8	3.1	1.0	0.2	4,387
Total	83.8%	12.5%	1.9%	1.6%	0.2%	11,602
Part-time						
Faculty	78.8%	15.8%	3.2%	1.8%	0.3%	14,143

Table 20

NUMBER OF DISTRICTS ABOVE OR BELOW
THE DISTRICT'S MINORITY POPULATION DISTRIBUTION BY EMPLOYMENT CATEGORY

	Number of Districts		
	Above	Below	Total
Full-time			
Exec/Admin/Management	12	27	39
Faculty	5	34	39
Professional Non-Faculty	10	29	39
Total Full-time	14	25	39
Part-time			
Faculty	2	37	39

Recruitment, Retention, and Follow-Up Efforts

Data on activities designed to recruit, retain, and follow minority students were collected by a survey of the Illinois community colleges in April 1986, with 49 of the 50 colleges responding (see Appendix C for a copy of the survey form). These data will be presented for all colleges and then by groups based on percentage of the district's minority population and college size (FTE enrollment).

Minority Student Recruitment

Encouraging students completing ABE/ASE/ESL programs to enroll in college-level programs was the most frequently reported recruitment method with 41 of the colleges using this activity. The second most frequently reported activity, college personnel participating in community organizations serving minorities, was reported by 34 colleges. Thirty-three colleges recruited minority students through area churches, agencies, and organizations, as well as through visiting high schools with substantial minority enrollments. With the exception of the latter activity, which was not applicable to most colleges in districts with less than five percent minorities in their general population, these activities were the most frequently reported regardless of the racial/ethnic distribution of the general population or the size of college (see Table 21).

Thirty colleges, primarily those districts with more than five percent minority representation in the general population and colleges with FTE enrollments greater than 1,500, had established procedures for on-going communication with administrators/counselors of high schools with substantial minority enrollments. Recruitment of minorities through dislocated worker programs was used by several smaller colleges with lower minority population percentages. While this activity was used by larger colleges and those in districts with larger minority populations, it was not one of those activities used most frequently. Conversely, participation in high school career days was among the activities used frequently by the larger colleges with FTE enrollments greater than 2,500 and those with more than ten percent minorities in the general population.

In addition to reporting what recruitment activities were conducted, the colleges were asked to estimate the number of students contacted through each. Since some colleges were unable to provide estimates, Table 22 presents the number of colleges using the activity, the number reporting an estimated number of students contacted, the highest and lowest number of potential students contacted by a single college, and the average number of contacts for each activity based on the number of colleges that provided estimates. Although the following discussion concentrates on activities that resulted in a large number of contacts, the actual number of students recruited through each activity was not obtained. It may be that activities that require a more concentrated effort of personal contact and, thus, reach a fewer number of people may result in the enrollment of more students.

Recruitment activities within the area high schools or within the college's own adult education programs resulted in reaching the largest number of potential students. For example, visitation of high schools with substantial minority enrollments reached the largest average number of students per college and also was used as a recruitment method by a large number of colleges. Recruiting through ABE/ASE/ESL programs reached the second largest average number of contacts and was a frequently reported recruitment method. The third largest average number of contacts was made by establishing procedures for on-going communication with administrators and counselors of high schools with substantial minority populations. Participation in career days at high schools also resulted in a large number of contacts, although this method was used by fewer colleges than the previous activities.

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Table 21

MINORITY RECRUITMENT ACTIVITIES

Activity	All Colleges N = 49*	By District Minority Population Percentage 0-4.99 N = 14	5-9.99 N = 10	10-24.99 N = 9	25+ N = 8	By College FTE Enrollment < 1500 N = 15	1500-2499 N = 10	2500-4999 N = 13	5000+ N = 11
Encourage minority students completing ABE/ASE/ESL programs to enroll in college programs	41	9	16	8	8	10	10	12	9
College personnel participate in community organizations serving minorities	36	5	17	7	7	8	6	13	9
Visit high schools with substantial minority enrollment	33	3	13	9	8	5	7	13	8
Recruit through area churches, agencies, and organizations working with minorities	33	5	14	7	7	8	7	11	7
Establish procedures for on-going communication with administrators/ counselors of high schools with substantial minority enrollment	30	2	13	7	8	4	5	12	9
Outreach to minorities through dislocated worker programs	27	6	10	8	3	8	7	7	5
Participate in career days at high schools with substantial minority enrollment	23	2	9	5	7	3	3	10	7
Solicit prospective minority student names from community leaders	21	2	11	3	5	4	5	8	4
Offer special financial assistance to minority students	21	2	12	1	6	4	3	8	6
Establish recruitment/outreach centers in communities with large concentrations of minorities	18	2	8	3	5	3	2	6	7
Use multi-lingual informational material	16	2	5	4	5	3	2	6	5
Offer summer enrichment programs specifically for high schools having substantial minority enrollment	15	1	5	4	5	1	4	5	5
Conduct recruitment visits to firms with large minority labor force	14	1	5	4	4	2	3	5	4
Visit prospective minority students at home	13	0	9	2	2	2	3	5	3
Articulate courses and programs with minority high schools	12	1	3	1	7	0	1	5	6
Conduct a special college open house for minorities	11	1	2	3	5	1	2	6	2
Offer summer enrichment programs specifically for elementary schools having substantial minority enrollment	5	0	2	2	1	0	2	1	2

*Forty-nine of the 50 Illinois public community colleges responded to the survey.

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Table 22

MINORITY RECRUITMENT ACTIVITIES

Activity	Colleges Reporting Activity	Colleges Reporting No. Served/ Contacted	Estimated Number Served or Contacted High	Low	Average
Encourage minority students completing ABE/ASE/ESL programs to enroll in college programs	41	38	9,000	5	669
College personnel participate in community organizations serving minorities	36	27	3,000	3	265
Visit high schools with substantial minority enrollment	33	31	6,000	10	972
Recruit through area churches, agencies, and organizations working with minorities	33	32	3,650	5	355
Establish procedures for on-going communication with administrators/counselors of high schools with substantial minority enrollment	30	29	6,000	3	663
Outreach to minorities through dislocated worker programs	27	24	1,000	2	110
Participate in career days at high schools with substantial minority enrollment	23	20	2,500	15	603
Solicit prospective minority student names from community leaders	21	19	260	2	52
Offer special financial assistance to minority students	21	18	1,200	1	215
Establish recruitment/outreach centers in communities with large concentrations of minorities	18	18	2,600	10	487
Use multi-lingual informational material	16	14	3,000	20	639
Offer summer enrichment programs specifically for high schools having substantial minority enrollment	15	14	1,000	4	126
Conduct recruitment visits to firms with large minority labor force	14	13	300	2	77
Visit prospective minority students at home	13	13	150	5	33
Articulate courses and programs with minority high schools	12	10	3,500	50	571
Conduct a special college open house for minorities	11	11	1,000	10	363
Offer summer enrichment programs specifically for elementary schools having substantial minority enrollment	5	5	60	10	35

Two recruitment activities used by a substantial number of colleges -- recruitment through area churches, agencies, and organizations working with minorities and college personnel participation in community organizations serving minorities -- resulted in fewer contacts.

Minority Student Retention

Forty of the colleges reported encouraging the use of tutorial or learning assistance center services as a retention measure. Encouraging the hiring of minority faculty and staff members (36 colleges) and offering ESL programs and Spanish GED opportunities (35 colleges) were reported as the second and third most frequently used retention activities (see Table 23). These three activities ranked among the top three activities used regardless of the district's minority population percentage or the college's size.

Thirty-three of the colleges used personal contact and follow-up counseling for students experiencing difficulty in courses for retention purposes. This activity was among the top four most frequently reported retention measures in each of the separate groups examined. The recognition of clubs and organizations, reported by 29 colleges, and the sponsorship of activities recognizing minority populations, reported by 28 colleges, were among the most frequently reported activities for colleges in districts with minority populations greater than five percent and colleges with FTE enrollments over 1,500.

Including minority alumni in school activities, reported by 28 colleges, ranked high for the colleges with minority populations greater than five percent and for colleges with FTEs between 1,500 and 5,000. Several colleges enrollments greater than 5,000 and colleges in districts with over 25 percent minorities in the general population provided bilingual tutors, aides, and instructional staff in order to retain their minority students. Six of the eight colleges in districts having at least 25 percent minority representation in the general population reported they offered minority "success" workshops. Seven of the thirteen colleges with FTE enrollments between 2,500 and 5,000 reported this activity.

Table 24 reports the estimated number of students served through each retention activity. As with the recruitment activities, the number of students contacted does not necessarily indicate the most effective method of retaining students. Although only twelve colleges offer special orientation sessions for minority students, this retention activity reached the largest average number of students. Offering ESL programs and Spanish GED opportunities reached the second largest average number of students, followed closely by the sponsoring of activities recognizing minority groups.

Minority Student Placement and Follow-up Activities

Encouraging minority students to use baccalaureate-transfer services was the most frequently reported placement activity. Thirty-five of the 49 colleges reported using this activity, with the provision of job placement services for minority graduates/completers, reported by 31 colleges, as the second most frequently used activity. The hiring of minority students as role models and using minority alumni as speakers for career days were reported by 22 colleges as placement and follow-up activities (see Table 25).

Illinois Community College Board

Table 23

MINORITY RETENTION ACTIVITIES

Activity	All Colleges N = 49*	By District Minority Population Percentage 0-4.99 N = 14	5-9.99 N = 12	10-24.99 N = 9	25+ N = 8	By College FTE Enrollment < 1500 N = 15	1500-2499 N = 10	2500-4999 N = 13	5000+ N = 11
Encourage use of tutorial or learning assistant center services	40	8	15	9	8	10	9	12	9
Encourage hiring of minority faculty and staff members	34	6	15	9	6	8	7	11	8
Offer ESL programs and Spanish GED opportunities	35	7	13	8	7	7	8	11	9
Provide personal contact and follow-up counseling for students experiencing difficulty in courses	33	7	15	6	5	9	7	10	7
Recognize clubs and organizations	29	3	13	6	7	5	5	12	7
Sponsor activities recognizing a minority population	28	4	11	6	7	4	5	12	7
Include minority alumni in school activities	28	5	12	6	5	5	8	11	4
Provide bilingual tutors, aides, and instructional staff	23	3	10	4	6	4	5	7	7
Place minority alumni in advisory positions/committees	19	5	6	5	3	4	5	7	3
Establish outreach centers in minority neighborhoods for programs, courses, and counseling	18	3	6	5	4	2	4	6	6
Provide special financial aid counseling for minority students	17	2	9	1	5	3	3	6	5
Offer minority "success" workshops	17	2	6	3	6	2	3	7	5
Coordinate programs for testing in reading, math, and English, and placement of graduates in high school	16	2	9	3	2	3	4	4	5
Provide college or public transportation services to/from campus and minority neighborhoods	15	4	5	5	1	3	4	5	3
Use attrition monitoring system to identify potential minority dropouts	14	3	6	3	2	3	4	5	2
Offer special orientation sessions for minority students	12	0	5	2	5	0	0	7	5
Provide Spanish (or other languages) library	5	1	1	1	2	0	1	2	2
Provide bilingual technique training courses	3	0	1	1	1	0	0	1	2

*Forty-nine of the 50 Illinois public community colleges responded to the survey.

Illinois Community College Board

Table 24

MINORITY RETENTION ACTIVITIES

Activity	Colleges Reporting Activity	Colleges Reporting No. Served/ Contacted	Estimated Number Served or Contacted High	Low	Average
Encourage use of tutorial or learning assistant center services	40	34	4,500	9	676
Encourage hiring of minority faculty and staff members	36	19	500	2	65
Offer ESL programs and Spanish GED opportunities	35	31	6,953	5	765
Provide personal contact and follow-up counseling for students experiencing difficulty in courses	33	29	5,381	5	354
Recognize clubs and organizations	29	24	1,000	11	194
Sponsor activities recognizing a minority population	28	24	4,500	10	747
Include minority alumni in school activities	28	18	200	1	30
Provide bilingual tutors, aides, and instructional staff	23	20	1,818	3	266
Place minority alumni in advisory positions/committees	19	13	81	1	17
Establish outreach centers in minority neighborhoods for programs, courses, and counseling	18	16	2,000	20	537
Provide special financial aid counseling for minority students	17	15	3,000	25	457
Offer minority "success" workshops	17	15	1,000	5	251
Coordinate programs for testing in reading, math, and English, and placement of graduates in high schools	16	14	1,200	2	220
Provide college or public transportation services to/from campus and minority neighborhoods	15	11	633	10	136
Use attrition monitoring system to identify potential minority dropouts	14	10	400	15	96
Offer special orientation sessions for minority students	12	10	5,029	40	962
Provide Spanish (or other languages) library	5	4	260	10	115
Provide bilingual technique training courses	3	3	645	50	265

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Table 25

MINORITY PLACEMENT AND FOLLOW-UP ACTIVITIES

Activity	All Colleges N = 49*	By District Minority Population Percentage 0-4.99 N = 14	5-9.99 N = 18	10-24.99 N = 9	25+ N = 8	By College FTE Enrollment < 1500 N = 15	1500-2499 N = 10	2500-4999 N = 13	5000+ N = 11
Encourage minority students to use baccalaureate transfer services	35	8	14	9	4	10	9	11	5
Provide job placement services for minority graduates/completers	31	7	11	7	6	7	8	9	7
Hire minority students as role models for other minorities	22	3	8	5	6	4	5	9	4
Use minority alumni as speakers, guest visitors, etc., for career days, job fairs, etc.	22	4	9	4	5	4	5	8	5
Maintain a structured articulation/transfer to baccalaureate degree programs for minority students	20	5	8	3	4	6	6	5	3
Conduct a job fair for minority students	12	0	4	1	7	0	2	6	4
Maintain a current mailing list of all minority alumni	10	1	4	1	4	2	2	3	3
Conduct annually a follow-up survey of graduates and analyze results by social/ethnic origin	9	0	2	2	5	0	1	4	4
Monitor success or failure of minority students who transferred to baccalaureate institutions	7	2	3	1	1	3	2	1	1
Other (please describe)									
Career days for high schools	1	0	1	0	0	0	0	1	0
Legal counseling	1	0	0	1	0	0	0	0	1
Translations	1	0	0	1	0	0	0	0	1
Labor market orientation programs	1	0	0	1	0	0	0	0	1

*Forty-nine of the 50 Illinois public community colleges responded to the survey.

Encouraging minority students to use baccalaureate-transfer services was either the most frequently or the second most frequently reported activity for each of the groups examined with the exception of colleges in districts with more than 25 percent minorities in the general population. Only four of the eight colleges in this group reported using this as a placement activity. Although it was the second most frequently reported activity for colleges with FTE enrollments greater than 5,000, less than half of the eleven colleges in this size group used this method. Seven of the eight colleges in the greater than 25 percent population group sponsored job fairs for minority students. This was the most frequently reported activity for this group.

In general, fewer colleges reported using placement and follow-up activities for minorities recruitment and retention activities.

The number of students served through these placement and follow-up activities is presented in Table 26. Conducting job fairs for minority students served the largest number of students per college as a placement activity, followed by the number of students served through job placement services. Although job fairs were conducted by only twelve of the 49 colleges, they served an average of 546 students per college. A larger number of colleges reported the use of job placement services, with this activity serving an average of 388 students per college. While only twenty of the colleges reported maintaining a structured articulation/transfer to baccalaureate degree programs for minority students, these colleges served an average of 333 students through this effort. Although more colleges reported encouraging minority students to use baccalaureate transfer services than any other activity, an average of only 292 students per college were served in this way. Among the activities used for follow up, conducting annual follow-up surveys of graduates and analyzing the results by racial/ethnic groups was the most frequently reported activity with an average of 488 students contacted.

Financing Minority Student Recruitment, Retention, and Placement Activities

A separate section of the survey addressed expenditures and sources of funding for minority student recruitment, retention, and placement activities. Financial data were provided collectively for all activities rather than by activity. The degree of response on this section was considerably weaker than other sections. Not only were the number of responses significantly fewer, but the accuracy of the data also appeared questionable in several instances. Many colleges expressed difficulty in identifying expenditures for minority recruitment, retention, and placement activities separate from all recruitment, retention, and placement efforts. The expenditure data submitted support this as a systemwide characteristic. Consequently, more elaborate interpretation of expenditure data would be unmerited.

Tables 27 and 28 provide a brief summary of the fiscal data generated by the Minority Student Survey. Table 27 presents data on the annual expenditures for minority student recruitment, retention, and placement activities. Five expenditure categories were identified: Administration, staff salaries and benefits, materials, equipment, and miscellaneous. A very wide range exists between the low expenditure and the highest expenditure reported for each category. For example, one college identified annual expenditures for staff salaries and benefits in excess of $11.2 million, while another reported only $343. Less extreme ranges exist for the other four categories.

Illinois Community College Board

Table 26

MINORITY PLACEMENT AND FOLLOW-UP ACTIVITIES

Activity	Colleges Reporting Activity	Colleges Reporting No. Served/ Contacted	Estimated Number Served or Contacted High	Low	Average
Encourage minority students to use baccalaureate transfer services	35	26	3,800	4	292
Provide job placement services for minority graduates/completers	31	22	3,800	7	388
Hire minority students as role models for other minorities	22	19	100	2	23
Use minority alumni as speakers, guest visitors, etc., for career days, job fairs, etc.	22	19	800	3	96
Maintain a structured articulation/transfer to baccalaureate degree programs for minority students	20	14	3,800	5	333
Conduct a job fair for minority students	12	9	1,500	40	546
Maintain a current mailing list of all minority alumni	10	9	700	3	243
Conduct annually a follow-up survey of graduates and analyze results by social/ethnic origin	9	6	700	400	488
Monitor success or failure of minority students who transferred to baccalaureate institutions	7	5	150	6	56
Other (please describe) Career days for high schools	1	1	--	--	50
Legal counseling	1	1	--	--	40
Translations	1	1	--	--	42
Labor market orientation programs	1	1	600	600	600

Illinois Community College Board

Table 27

ANNUAL EXPENDITURES

Expenditure Category	Number of Colleges Reporting	High	Low
Administration	22	$ 550,639	$ 790
Staff salaries and benefits	23	11,291,165	343
Materials	23	199,278	297
Equipment	16	172,938	500
Miscellaneous	18	946,162	75

Table 28

PERCENTAGE OF FUNDS USED FOR MINORITY ACTIVITIES BY FUNDING SOURCES

Funding Source	Number of Colleges Using	Percentage	
		High	Low
Disadvantaged Student Grant	23	100%	2.0%
ISBE/DAVTE	20	78%	2.0%
JTPA	10	73%	2.0%
Non-Restricted Operating Funds	21	93%	10.0%
Other	10	85%	0.1%

Sources of revenue used to fund minority student recruitment, retention, and placement activities are considered in Table 28. Colleges were asked to identify the percentage of expenditures funded through the disadvantaged student grant, ISBE/DAVTE grants, JTPA grants, non-restricted operating funds, or some other source. No source proved to be the consistently dominant basis for funding activities. For example, one college funded all of its minority student recruitment, retention, and placement activities through the disadvantaged student grant, whereas another relied primarily on non-restricted operating funds. ISBE/DAVTE grants and JTPA funds were cited by other colleges as major funding sources.

Twenty-three colleges reported using disadvantaged student grant funds, twenty-one used general operating funds, and twenty used ISBE/DAVTE grants to finance minority student recruitment, retention, and placement activities. These figures indicate that most colleges rely on being able to blend various sources of funding, with no source singled out as the primary means of funding.

CONCLUSIONS AND FUTURE DIRECTIONS

This report has analyzed community college minority student enrollment and completer data since fiscal year 1983 in order to establish a baseline from which to measure progress in the future. The report also has examined enrollment data in comparison to the percentage of minority group population in each district as one measure of the potential population to be served. Finally, the report has examined the climate within each college that may affect the enrollment of minority students. Specific climate indicators examined included the proportion of minority administrators, faculty, and staff of the college and the methods used by the colleges to recruit and retain minority students and to place and follow up graduates/completers. In addition, this study provides a base of information for colleges to use in implementing the Illinois Board of Higher Education resolutions pertaining to Public Act 84-726 (see Appendix D). These resolutions require each community college

-- to monitor the participation and completion of minority students,

-- to develop methods of determining the reasons for the success and failure of minority students, and

-- to develop plans and goals to improve the participation and completion rates of minority students.

By July 1, 1987, each community college will need to submit to the ICCB the college's plans and goals for improving the participation and completion rates of minority students and will be expected periodically to report progress toward these goals thereafter. Using this study as a baseline and with the plans and goals submitted by the colleges, the ICCB, in turn, will prepare an annual report showing the progress made by the community college system toward improving the educational opportunities of all students within the state.

The examination of enrollment data showed that community colleges enroll a slightly higher percentage of minority students than do other higher education sectors. The proportion of black students enrolled peaked in fall 1984 and subsequently declined, while the percentage of Hispanic students was the highest in fall 1985. In fiscal year 1986, nine districts were found to have enrolled minority students in a proportion below the total minority proportion of the district's population, while 30 colleges enrolled a higher proportion of minority students than the proportion of minorities in the district's population. In addition, minority students tend to be overrepresented in remedial, adult basic, and adult secondary education programs and underrepresented in occupational programs, especially in the advanced technology engineering-related fields.

While the number of black student graduates/completers remained relatively constant, the number of Hispanic and Asian student graduates/completers increased slightly over the three-year period, fiscal years 1983 through 1985. For each racial/ethnic category, however, the proportion of program completers is less than the group's proportion of enrollment.

In examining the factors affecting the climate for minority students, it was found that 35 districts employed minority faculty members full-time, and 37 districts part-time, at a rate below the proportion of minorities within the district's population. Twenty-seven districts employed minority administrators and 29 districts employed minority professional non-faculty at proportions below their proportion in the district's minority population. The national data that suggest that the number of blacks and Hispanics decreases as level of educational attainment increases may be the cause of smaller minority representation among community college faculty and staff which, in turn, may cause a lower participation rate among minority students.

The special survey of community college minority student recruitment, retention, and placement/follow-up activities revealed a wide variety in the type of activities undertaken. Of 17 identified recruitment methods, only six were used by a majority of the colleges, and none was used by all colleges. While the majority of colleges encourage their GED completers to enroll in college-level programs, few colleges offer summer enrichment programs for students from elementary or high schools with substantial minority enrollments. With a few exceptions, only the colleges in districts with minority populations of greater than 25 percent have articulated courses and programs with minority high schools. Seven of 18 identified retention strategies were used by the majority of community colleges. Although 33 colleges provide follow-up counseling for students experiencing difficulty in courses, only 14 have established monitoring systems to identify potential dropouts among minority students. The middle-sized colleges (1,500-4,900 FTE) include minority alumni in school activities and the larger colleges (2,500+ FTE) recognize minority student clubs and organizations. Of nine activities for following up and placing minority graduates/completers, only two were used by the majority of colleges. Although 35 colleges report encouraging minority students to use their baccalaureate-transfer services, only 20 have structured articulation agreements with, and only seven monitor the success of minority students who transfer to baccalaureate degree-granting institutions. While 31 colleges provide job placement services for minority graduates/completers, only 22 use minority alumni as speakers at career days and job fairs and only 12 conduct job fairs for minority students. Small colleges tend to use personalized or one-on-one recruitment, retention, and placement activities, while larger colleges tend to concentrate their efforts on group activities.

If, as the literature suggests, perceived institutional climate affects the enrollment and completion of minority students, then additional steps can be taken by most colleges to improve their institutional climate. This study suggests <u>there are relatively few minority adult role models on campus and few special efforts to encourage and support minority students to complete associate degree programs</u>.

The study suggests that in the future <u>community colleges will need to work more closely with elementary and secondary schools</u> to encourage minority students to take the kinds of courses that will prepare them for college work and to make students aware early of the opportunities available at the college.

At the same time, <u>colleges will need to expand their efforts to retain minority students through completion of associate degree programs</u>. The recent establishment by most colleges of mandatory assessment testing of the basic skills of all students and mandatory course placement as a result of

testing ought to assure that students are prepared for college-level work so that they do not become discouraged and drop out. In addition, however, increased emphasis needs to be placed on the provision of tutoring and other services to support and guide students to reach their educational goals. The combination of appropriate entry assessment and guidance and appropriate support services should in the long run improve the retention and completion rates of community college minority and majority students.

Finally, community colleges also should cooperate more closely with public and private colleges and universities in the state in order to develop articulated baccalaureate-transfer programs in fields in which minority students are underrepresented and to encourage able minority students in greater numbers to enter community college teaching and administration.

As with other efforts to reform education, the responsibility to improve the participation and completion rates of minority students must be accepted by each level of education, kindergarten through graduate school. The Illinois community colleges, however, can serve as a vital force in this endeavor as the pivot point in the articulation between high schools and universities.

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APPENDIX A

Illinois Community College
Detailed Enrollment and Completion Tables
by Racial/Ethnic Origin

Illinois Community College Board

Table A1

SUMMARY OF FALL 1982 STUDENT HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	All Other or No Indication	Total
501	Kaskaskia	2628	184	32	11	11	10	0	2876
502	DuPage	(23353)	(121)	(175)	(352)	(33)	(0)	(0)	(24034)
	Main	14521	95	141	281	22	0	0	15060
	Open	8832	26	34	71	11	0	0	8974
503	Black Hawk	(5308)	(269)	(167)	(106)	(17)	(0)	(489)	(6356)
	Quad Cities	4518	256	161	103	15	0	437	5490
	East	790	13	6	3	2	0	52	866
504	Triton	20675	1906	744	367	43	59	0	23794
505	Parkland	7544	541	70	106	44	185	0	8490
506	Sauk Valley	2915	27	97	34	12	0	124	3209
507	Danville	2053	252	27	36	12	5	530	2915
508	Chicago	(34153)	(49471)	(15898)	(6440)	(1328)	(117)	(2387)	(109794)
	Kennedy-King	246	8139	105	30	225	1	78	8824
	Loop	1996	4930	558	648	145	28	743	9048
	Malcolm X	241	5720	320	177	117	3	51	6629
	Truman	5839	1575	1219	1846	116	26	229	10850
	Olive-Harvey	169	6599	181	26	194	2	103	7274
	Daley	7124	1189	735	164	45	12	85	9354
	Wilbur Wright	7006	1088	956	576	79	34	204	9943
	Urban Skills	7969	18620	11500	2785	363	11	103	41351
	City-Wide	3563	1611	324	188	44	0	791	6521
509	Elgin	5684	170	124	194	28	9	0	6209
510	Thornton	8547	1760	280	116	21	0	174	10898
511	Rock Valley	7988	322	84	49	22	117	35	8617
512	Harper	12833	138	298	169	41	381	4770	18630
513	Illinois Valley	4400	47	54	39	2	1	0	4543
514	Illinois Central	7125	174	56	88	29	12	6132	13616
515	Prairie State	4678	825	150	63	12	26	0	5754
516	Waubonsee	5744	272	288	59	27	120	0	6510
517	Lake Land	3765	108	5	25	23	14	0	3940
518	Carl Sandburg	2697	104	37	13	6	6	150	3013
519	Highland	2857	72	5	14	8	1	0	2957
520	Kankakee	3150	442	35	84	6	10	0	3727
521	Rend Lake	2917	51	7	24	17	9	0	3025
522	Belleville	10653	731	116	166	63	96	147	11972
523	Kishwaukee	3383	134	56	98	5	31	40	3747
524	Moraine Valley	12536	285	230	131	19	66	0	13267
525	Joliet	8849	932	321	132	30	527	287	11078
526	Lincoln Land	6652	289	34	63	14	15	0	7067
527	Morton	3508	3	168	39	3	3	86	3810
528	McHenry	3935	2	17	19	0	6	0	3979
529	Illinois Eastern	(8856)	(42)	(36)	(47)	(14)	(38)	(2656)	(11689)
	Lincoln Trail	1065	7	8	4	1	7	830	1922
	Olney Central	2059	2	16	4	0	12	728	2821
	Wabash Valley	1850	29	2	27	5	6	1095	3014
	Frontier	3882	4	10	12	8	13	3	3932
530	Logan	3922	156	19	49	16	0	61	4223
531	Shawnee	1956	337	1	3	5	1	0	2303
532	Lake County	10252	820	538	247	36	0	294	12187
533	Southeastern	1747	230	22	12	9	17	0	2037
534	Spoon River	2012	147	14	44	8	9	0	2234
535	Oakton	10467	231	151	495	7	0	0	11351
536	Lewis & Clark	4863	245	11	16	9	12	0	5156
537	Richland	2830	365	7	22	9	0	79	3312
539	John Wood	2299	40	8	23	8	17	1293	3688
601	State Comm. Coll.	214	1596	0	2	0	0	3	1815
	TOTALS	269948	63841	20382	9997	1997	1920	19737	387822

SOURCE OF DATA: Fall Enrollment (E1 Records)

Illinois Community College Board

Table A2

SUMMARY OF FALL 1983 STUDENT HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	All Other or No Indication	Total
501	Kaskaskia	2740	141	37	16	21	8	0	2963
502	DuPage	(25142)	(288)	(298)	(732)	(37)	(16)	(158)	(26671)
	Main	13795	185	195	435	24	13	96	14743
	Open	11347	103	103	297	13	3	62	11928
503	Black Hawk	(5241)	(299)	(187)	(63)	(16)	(1)	(402)	(6209)
	Quad Cities	4398	279	181	62	14	1	360	5295
	East	843	20	6	1	2	0	42	914
504	Triton	20046	2174	886	416	64	65	0	23651
505	Parkland	7422	583	69	119	41	112	0	8346
506	Sauk Valley	2605	29	97	27	5	0	85	2848
507	Danville	2251	337	30	25	20	4	751	3418
508	Chicago	(23331)	(38000)	(11715)	(5157)	(851)	(63)	(1378)	(80495)
	Kennedy-King	94	6245	87	30	115	0	23	6594
	Loop	1528	5170	618	779	126	23	396	8640
	Malcolm X	190	4149	272	149	87	3	21	4871
	Truman	2699	1507	1112	1488	111	8	29	6954
	Olive-Harvey	136	5729	194	25	90	0	53	6227
	Daley	6060	1256	727	134	31	8	63	8279
	Wilbur Wright	5735	954	975	597	57	15	76	8409
	Urban Skills	4116	11347	7523	1830	200	5	34	25055
	City-Wide	2773	1643	207	125	34	1	683	5466
509	Elgin	5719	178	145	215	9	9	0	6275
510	Thornton	8271	1765	273	129	17	0	138	10593
511	Rock Valley	8793	406	136	84	21	170	24	9634
512	Harper	13829	147	278	263	34	298	3840	18689
513	Illinois Valley	4147	34	42	41	2	2	0	4268
514	Illinois Central	7111	158	53	81	23	9	6519	13954
515	Prairie State	4795	870	149	61	15	29	0	5919
516	Waubonsee	5066	258	263	37	26	84	0	5734
517	Lake Land	3584	116	5	32	15	12	0	3764
518	Carl Sandburg	2944	124	46	18	7	5	0	3144
519	Highland	3170	76	6	18	5	1	0	3276
520	Kankakee	3039	314	18	35	6	9	0	3421
521	Rend Lake	2526	28	1	17	10	2	0	2584
522	Belleville	10967	797	129	196	64	79	183	12415
523	Kishwaukee	3053	138	61	74	7	19	35	3387
524	Moraine Valley	12949	410	266	164	13	88	0	13890
525	Joliet	8555	959	356	103	10	27	226	10236
526	Lincoln Land	6643	332	31	53	18	12	0	7089
527	Morton	3464	3	187	43	3	2	84	3786
528	McHenry	3930	3	27	16	0	3	0	3979
529	Illinois Eastern	(7175)	(38)	(21)	(31)	(5)	(17)	(1227)	(8514)
	Lincoln Trail	835	9	2	9	1	2	431	1289
	Olney Central	1271	6	7	2	2	7	282	1577
	Wabash Valley	1565	20	5	9	1	5	513	2118
	Frontier	3504	3	7	11	1	3	1	3530
530	Logan	3488	160	16	29	13	0	0	3706
531	Shawnee	1750	285	4	1	4	0	0	2044
532	Lake County	10173	769	399	246	34	0	3	11624
533	Southeastern	1677	214	21	8	8	14	0	1924
534	Spoon River	1695	56	16	18	5	10	1	1801
535	Oakton	11422	221	186	563	8	0	0	12400
536	Lewis & Clark	4873	358	15	29	11	7	0	5293
537	Richland	2773	453	8	13	11	0	73	3331
539	John Wood	1987	53	12	8	10	9	1453	3532
601	State Comm. Coll.	89	1729	0	0	0	0	0	1818
	TOTALS	258435	53303	16489	9181	1469	1186	16580	356643

SOURCE OF DATA: Fall Enrollment (E1 Records) - reflects enrollment as of the 10th day of the fall term. Will not reflect enrollments in courses that have a starting date later than the 10th day.

Illinois Community College Board

Table A3

SUMMARY OF FALL 1984 STUDENT HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	All Other or No Indication	Total
501	Kaskaskia	2497	154	27	17	14	6	0	2715
502	DuPage	(20487)	(364)	(495)	(1141)	(23)	(14)	(0)	(22524)
	Main	17200	311	355	827	22	13	0	18728
	Open	3287	53	140	314	1	1	0	3796
503	Black Hawk	(5260)	(273)	(185)	(60)	(16)	(0)	(313)	(6107)
	Quad Cities	4470	260	178	60	15	0	289	5272
	East	790	13	7	0	1	0	24	835
504	Triton	18165	2194	1072	519	64	58	0	22072
505	Parkland	6940	521	82	144	39	87	0	7813
506	Sauk Valley	2474	21	73	24	8	0	85	2685
507	Danville	2205	343	19	15	21	3	501	3107
508	Chicago	(30911)	(48050)	(16083)	(6070)	(844)	(38)	(1800)	(103796)
	Kennedy-King	102	7804	57	51	90	0	15	8119
	Loop	1565	5208	701	894	105	22	366	8861
	Malcolm X	230	5734	293	141	55	0	13	6466
	Truman	6016	1799	1362	1746	115	5	225	11268
	Olive-Harvey	244	7255	250	24	78	0	95	7946
	Daley	7230	2084	859	153	52	3	184	10565
	Wilbur Wright	6244	1002	1048	689	34	7	52	9076
	Urban Skills	5478	14420	11008	2095	279	1	27	33308
	City-Wide	3802	2744	505	277	36	0	823	8187
509	Elgin	5097	147	150	169	14	5	0	5582
510	Thornton	7662	1785	286	85	17	0	97	9932
511	Rock Valley	7847	377	100	60	27	66	0	8477
512	Harper	12677	182	266	308	29	262	3111	16835
513	Illinois Valley	3832	52	33	27	2	2	0	3948
514	Illinois Central	5519	149	40	65	27	3	6596	12399
515	Prairie State	4326	704	145	49	10	0	0	5234
516	Waubonsee	4697	230	234	32	23	64	0	5280
517	Lake Land	3213	117	16	23	15	5	0	3389
518	Carl Sandburg	2699	113	43	24	8	1	0	2888
519	Highland	2588	56	3	12	4	3	0	2666
520	Kankakee	3087	456	18	312	5	5	0	3883
521	Rend Lake	2619	43	3	13	11	1	0	2690
522	Belleville	11009	1009	109	175	76	102	0	12480
523	Kishwaukee	3077	137	59	71	13	20	98	3475
524	Moraine Valley	12799	629	306	152	21	83	0	13990
525	Joliet	8130	967	349	80	18	12	289	9845
526	Lincoln Land	6181	360	35	48	16	6	0	6646
527	Morton	3156	3	190	45	8	11	76	3489
528	McHenry	3500	5	17	12	1	1	0	3536
529	Illinois Eastern	(8481)	(50)	(26)	(32)	(7)	(13)	(1549)	(10158)
	Lincoln Trail	953	7	3	9	1	2	471	1446
	Olney Central	2016	6	16	2	1	5	508	2554
	Wabash Valley	1698	31	3	9	3	5	564	2313
	Frontier	3814	6	4	12	2	1	6	3845
530	Logan	3302	154	15	25	7	0	0	3503
531	Shawnee	1653	327	0	9	4	0	0	1993
532	Lake County	9546	731	375	250	29	0	0	10931
533	Southeastern	1925	276	32	22	15	14	0	2284
534	Spoon River	1563	35	8	9	2	2	0	1619
535	Oakton	9901	220	148	496	12	0	0	10777
536	Lewis & Clark	4392	311	12	14	11	7	0	4747
537	Richland	2661	427	6	18	5	0	3	3120
539	John Wood	3105	48	5	29	5	4	0	3196
601	State Comm. Coll.	23	1336	0	2	0	14	0	1375
	TOTALS	249206	63356	21065	10658	1471	912	14518	361186

SOURCE OF DATA: Fall Enrollment (E1 Records) - reflects enrollment as of the 10th day of the fall term. Will not reflect enrollments in courses that have a starting date later than the 10th day.

Illinois Community College Board

Table A4

SUMMARY OF FALL 1985 STUDENT HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	All Other or No Indication	Total
501	Kaskaskia	2658	120	25	20	9	9	0	2841
502	DuPage	20308	364	652	1202	28	23	0	22577
503	Black Hawk	(5080)	(290)	(173)	(52)	(16)	(0)	(220)	(5831)
	Quad Cities	4346	277	170	52	16	0	194	5055
	East	734	13	3	0	0	0	26	776
504	Triton	14893	2195	1252	508	64	56	0	18968
505	Parkland	6656	574	80	158	40	63	0	7571
506	Sauk Valley	2496	86	82	17	52	0	34	2767
507	Danville	2166	281	22	18	23	5	498	3013
508	Chicago	(24631)	(41719)	(15371)	(5530)	(742)	(25)	(929)	(88947)
	Kennedy-King	429	8835	2198	229	100	0	13	11804
	Loop	1600	4789	723	876	79	16	277	8360
	Malcolm X	814	8239	2349	327	109	0	16	11854
	Truman	5007	2251	5101	2782	187	3	76	15407
	Olive-Harvey	402	8417	741	73	98	0	44	9775
	Daley	5370	1799	800	173	48	0	56	8246
	Wilbur Wright	6604	1104	1173	746	44	5	133	9809
	City-Wide	4405	6285	2286	324	77	1	314	13692
509	Elgin	5157	194	156	153	6	6	0	5672
510	Thornton	6696	1622	311	99	12	0	103	8843
511	Rock Valley	7792	365	167	112	25	71	0	8532
512	Harper	15595	160	228	374	20	134	0	16511
513	Illinois Valley	3768	48	71	19	2	2	0	3910
514	Illinois Central	2839	113	21	31	11	5	9307	12327
515	Prairie State	3915	617	142	37	15	0	6	4732
516	Waubonsee	4191	292	487	41	33	68	0	5112
517	Lake Land	3166	145	23	22	23	4	0	3383
518	Carl Sandburg	2486	85	40	18	8	3	0	2640
519	Highland	2889	48	2	10	4	2	0	2955
520	Kankakee	2982	313	20	22	6	3	0	3346
521	Rend Lake	2315	30	3	9	14	1	0	2372
522	Belleville	10199	1137	123	207	85	57	0	11808
523	Kishwaukee	2933	134	83	83	16	14	44	3307
524	Moraine Valley	12493	738	254	134	18	82	0	13719
525	Joliet	8642	857	310	84	16	15	0	9924
526	Lincoln Land	6792	313	34	53	14	3	0	7209
527	Morton	2888	6	268	69	1	5	80	3317
528	McHenry	3277	6	41	12	3	4	0	3343
529	Illinois Eastern	(6513)	(29)	(20)	(25)	(7)	(8)	(4182)	(10784)
	Lincoln Trail	598	2	1	4	0	1	774	1380
	Olney Central	1428	7	10	8	2	3	898	2356
	Wabash Valley	1333	15	4	7	3	3	2023	3388
	Frontier	3154	5	5	6	2	1	487	3660
530	Logan	3580	208	11	26	6	11	0	3842
531	Shawnee	1787	348	24	10	5	0	0	2174
532	Lake County	9096	657	466	229	38	0	0	10486
533	Southeastern	1810	399	35	18	6	6	0	2274
534	Spoon River	1618	19	5	20	0	0	0	1662
535	Oakton	9412	206	216	693	20	0	0	10547
536	Lewis & Clark	4577	381	15	13	11	8	0	5005
537	Richland	2375	371	6	47	6	0	24	2829
539	John Wood	3145	52	12	27	1	4	12	3253
601	State Comm. Coll.	27	1418	1	2	0	1	0	1449
	TOTALS	233843	56940	21252	10204	1406	698	15439	339782

SOURCE OF DATA: Fall Enrollment (E1 Records) - reflects enrollment as of the 10th day of the fall term. Will not reflect enrollments in courses that have a starting date later than the 10th day.

Illinois Community College Board

Table A5

ESTIMATED RACIAL/ETHNIC DISTRIBUTION BASED ON 1980 CENSUS

Dist. No.	District Name	White N	White %	Black N	Black %	Hispanic N	Hispanic %	Asian N	Asian %	American Indian N	American Indian %	Other N	Other %	Total
501	Kaskaskia	113,200	(96.82)	2,515	(2.15)	647	(.55)	274	(.23)	163	(.14)	122	(.10)	116,921
502	DuPage	668,397	(93.27)	8,706	(1.21)	18,057	(2.52)	18,224	(2.54)	476	(.07)	2,760	(.39)	716,620
503	Black Hawk	233,540	(91.94)	10,361	(4.08)	8,175	(3.22)	928	(.37)	278	(.11)	721	(.28)	254,003
504*	Triton	277,442	(82.60)	37,516	(11.17)	15,372	(4.58)	5,315	(1.58)	224	(.07)	0	(.00)	335,869
505	Parkland	211,265	(90.33)	14,632	(6.26)	3,054	(1.31)	3,358	(1.44)	310	(.13)	1,254	(.54)	233,873
506	Sauk Valley	102,285	(93.70)	909	(.83)	5,133	(4.70)	282	(.26)	86	(.08)	463	(.42)	109,158
507	Danville	94,099	(91.26)	6,748	(6.54)	1,411	(1.37)	321	(.31)	98	(.10)	431	(.42)	103,108
508	Chicago	1,278,219	(42.54)	1,187,715	(39.53)	422,053	(14.05)	65,814	(2.19)	4,806	(.16)	46,328	(1.54)	3,004,935
509	Elgin	190,460	(90.04)	5,246	(2.48)	12,516	(5.92)	2,515	(1.19)	247	(.12)	535	(.25)	211,519
510*	Thornton	232,446	(80.28)	46,852	(16.18)	8,109	(2.80)	1,882	(.65)	261	(.09)	0	(.00)	289,550
511	Rock Valley	264,325	(89.70)	21,014	(7.13)	6,713	(2.28)	1,309	(.44)	570	(.19)	733	(.25)	294,664
512*	Harper	404,830	(93.59)	3,320	(.77)	12,731	(2.94)	11,318	(2.62)	375	(.09)	0	(.00)	432,574
513	Illinois Valley	143,106	(96.91)	516	(.35)	3,278	(2.22)	436	(.30)	196	(.13)	137	(.09)	147,669
514	Illinois Central	347,097	(92.56)	21,629	(5.77)	3,433	(.92)	1,703	(.45)	463	(.12)	662	(.18)	374,987
515*	Prairie State	154,035	(80.02)	27,425	(14.25)	8,863	(4.60)	1,838	(.95)	237	(.12)	100	(.05)	192,498
516	Waubonsee	158,185	(83.91)	9,844	(5.22)	18,252	(9.68)	826	(.44)	251	(.13)	1,164	(.62)	188,522
517	Lake Land	174,050	(98.66)	985	(.56)	707	(.40)	334	(.19)	123	(.07)	220	(.12)	176,419
518	Carl Sandburg	126,009	(96.26)	2,398	(1.83)	1,727	(1.32)	349	(.27)	142	(.11)	280	(.21)	130,905
519	Highland	80,157	(95.56)	2,770	(3.30)	564	(.67)	187	(.22)	72	(.09)	132	(.16)	83,882
520	Kankakee	107,136	(86.22)	15,049	(12.11)	1,340	(1.08)	424	(.34)	162	(.13)	153	(.12)	124,264
521	Rend Lake	87,807	(97.56)	1,493	(1.66)	394	(.44)	121	(.13)	100	(.11)	90	(.10)	90,005
522	Belleville	337,344	(94.12)	14,255	(3.98)	3,911	(1.09)	1,496	(.42)	580	(.16)	831	(.23)	358,417
523	Kishwaukee	78,067	(93.57)	1,700	(2.04)	2,167	(2.60)	746	(.89)	59	(.07)	689	(.83)	83,428
524*	Moraine Valley	316,324	(90.73)	16,504	(4.73)	12,343	(3.54)	3,174	(.91)	317	(.09)	0	(.00)	348,662
525	Joliet	289,870	(86.62)	27,126	(8.11)	13,626	(4.07)	2,672	(.80)	447	(.13)	913	(.27)	334,654
526	Lincoln Land	269,216	(94.80)	11,481	(4.04)	1,484	(.52)	1,081	(.38)	304	(.11)	409	(.14)	283,975
527	Morton	117,350	(93.72)	132	(.11)	6,878	(5.49)	737	(.58)	119	(.10)	0	(.00)	125,216
528	McHenry	130,930	(97.09)	101	(.07)	2,828	(2.10)	498	(.37)	136	(.10)	363	(.27)	134,856
529	Illinois Eastern	110,120	(99.05)	117	(.11)	424	(.38)	218	(.20)	159	(.14)	143	(.13)	111,181
530	Logan	132,688	(92.90)	6,907	(4.84)	1,111	(.78)	869	(.61)	165	(.12)	1,093	(.77)	142,833
531	Shawnee	54,530	(86.45)	7,995	(12.67)	374	(.59)	102	(.16)	78	(.12)	0	(.00)	63,079
532	Lake County	349,280	(86.86)	27,550	(6.85)	17,181	(4.27)	5,361	(1.33)	809	(.20)	1,952	(.49)	402,133
533	Southeastern	58,624	(97.21)	1,162	(1.93)	325	(.54)	72	(.12)	65	(.12)	56	(.09)	60,304
534	Spoon River	77,892	(97.32)	1,092	(1.36)	408	(.51)	368	(.46)	59	(.07)	220	(.27)	80,039
535*	Oakton	375,056	(94.09)	1,799	(.45)	7,998	(2.01)	13,568	(3.40)	183	(.05)	0	(.00)	398,604
536	Lewis & Clark	198,138	(94.11)	9,819	(4.66)	1,418	(.67)	528	(.25)	274	(.13)	360	(.17)	210,537
537	Richland	141,348	(90.17)	13,750	(8.77)	896	(.57)	383	(.24)	195	(.12)	182	(.12)	156,754
539	John Wood	90,999	(97.33)	1,700	(1.82)	387	(.41)	181	(.19)	98	(.10)	128	(.14)	93,493
601	State Comm. Coll.	12,578	(15.78)	65,737	(82.45)	1,239	(1.55)	40	(.05)	50	(.06)	82	(.10)	79,726
	TOTALS	8,588,576	(77.52)	1,636,438	(14.77)	627,527	(5.66)	149,852	(1.35)	13,737	(.12)	63,706	(.57)	11,079,836

*Adjustments based on Cook County Hispanic racial distribution.

Illinois Community College Board

Table A6

PERCENTAGE OF MINORITY STUDENTS BY COLLEGE
FALL 1982 - FALL 1985

Dist. No.	District/ College Name	Fall 1982	Fall 1983	Fall 1984	Fall 1985	4-Year Average	District Population
501	Kaskaskia	8.27%	7.26%	7.81%	6.12%	7.37%	3.07%
502	DuPage	2.83	5.08	8.99	9.94	6.71	6.34
503	Black Hawk	(8.80)	(9.10)	(8.74)	(9.13)	8.94	7.77
	Quad Cities	9.49	10.12	9.73	10.19	--	--
	East	2.77	3.17	2.51	2.06	--	--
504	Triton	12.86	14.97	17.44	21.19	16.62	17.40
505	Parkland	8.96	9.74	10.06	11.26	10.00	9.13
506	Sauk Valley	5.29	5.56	4.69	8.56	6.03	5.87
507	Danville	11.21	12.06	12.81	11.42	11.88	8.32
508	Chicago	(66.62)	(69.21)	(83.93)	(71.23)	72.75	55.92
	Kennedy-King	96.32	98.23	98.56	96.26	--	--
	Loop	69.42	77.47	77.96	77.36	--	--
	Malcolm X	95.55	95.61	96.24	93.00	--	--
	Truman	43.83	60.66	44.57	66.99	--	--
	Olive-Harvey	96.23	96.96	95.73	95.44	--	--
	Daley	22.80	34.49	29.80	34.20	--	--
	Wilbur Wright	27.14	30.72	30.55	31.27	--	--
	City-Wide	33.23	36.75	37.40	65.53	--	--
509	Elgin	8.31	8.72	8.60	8.98	8.65	9.70
510	Thornton	19.97	20.62	21.88	23.12	21.40	19.72
511	Rock Valley	5.54	6.71	6.66	7.84	6.69	10.05
512	Harper	4.66*	3.87	4.66	4.74	4.48*	6.41
513	Illinois Valley	3.12	2.79	2.89	3.59	3.10	3.00
514	Illinois Central	4.64*	4.24*	4.84*	5.83*	4.89*	7.26
515	Prairie State	18.25	18.50	17.35	17.14	17.81	19.98
516	Waubonsee	9.92	10.19	9.84	16.69	11.66	15.47
517	Lake Land	4.08	4.46	5.04	6.30	4.97	1.22
518	Carl Sandburg	5.31	6.19	6.51	5.72	5.93	3.53
519	Highland	3.34	3.20	2.81	2.17	2.88	4.28
520	Kankakee	15.21	10.91	20.37	10.79	14.32	13.90
521	Rend Lake	3.27	2.17	2.60	2.36	2.60	2.34
522	Belleville	9.00	9.56	10.96	13.14	10.67	5.65
523	Kishwaukee	7.82	8.26	8.05	9.55	8.42	5.60
524	Moraine Valley	5.01	6.14	7.93	8.34	6.86	9.27
525	Joliet	12.77	13.96	14.35	12.77	13.46	13.11
526	Lincoln Land	5.66	6.12	6.91	5.74	6.11	5.05
527	Morton	5.59	6.24	7.06	10.37	7.32	6.28
528	McHenry	.96	1.16	.99	1.86	1.24	2.64
529	Illinois Eastern	(1.19)	(1.12)	(1.14)	(1.23)*	1.11*	.83
	Lincoln Trail	1.04	1.63	1.38	1.16*	--	--
	Olney Central	.78	1.08	.98	1.85*	--	--
	Wabash Valley	2.09	1.65	1.99	2.12*	--	--
	Frontier	.86	.62	.62	.63*	--	--
530	Logan	5.68	5.88	5.74	6.54	5.96	6.34
531	Shawnee	15.02	14.39	17.06	17.80	16.07	13.55
532	Lake County	13.47	12.46	12.68	13.25	12.97	12.66
533	Southeastern	13.40	12.92	15.10	20.14	15.39	2.69
534	Spoon River	9.54	5.28	3.33	2.64	5.20	2.41
535	Oakton	7.79	7.88	8.12	10.76	8.64	5.91
536	Lewis & Clark	5.44	7.80	7.32	8.39	7.24	5.72
537	Richland	12.16	14.56	14.62	15.19	14.14	9.71
539	John Wood	3.30*	3.99*	2.78	2.83	3.23*	2.53
601	State Comm. Coll.	88.04	95.10	97.31	98.07	94.63	84.12
	TOTALS	24.81%	22.55%	26.73%	26.42%	25.13%	21.91%

*Due to large number of unknowns, district is based on known racial/ethnic data.

Illinois Community College Board

Table A7

SUMMARY OF FISCAL YEAR 1983 COMPLETERS BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Alien	Unknown	Total
501*	Kaskaskia	416	6	0	0	2	0	0	424
502**	DuPage							1,856	1,856
503	Black Hawk	--	--	--	--	--	--	--	--
	Quad Cities	429	21	11	13	2	0	35	511
	East	131	1	0	0	0	0	7	139
504	Triton	1,381	105	18	25	0	2	1	1,532
505	Parkland	802	37	4	7	0	33	0	883
506	Sauk Valley	426	3	12	2	0	0	17	460
507	Danville	411	20	9	3	2	3	66	514
508	Chicago	--	--	--	--	--	--	--	--
	Kennedy-King	0	409	12	1	34	0	7	463
	Loop	48	333	24	23	6	1	12	447
	Malcolm X	3	151	22	15	11	1	2	205
	Truman	175	152	78	93	12	5	10	525
	Olive-Harvey	6	294	10	2	27	0	3	342
	Daley	533	58	48	5	8	5	12	669
	Wilbur Wright	397	71	78	37	10	4	21	618
	Urban Skills	226	426	102	90	18	0	4	866
	City-Wide	328	164	45	4	7	0	17	565
509	Elgin	399	8	7	5	0	2	0	421
510	Thornton	577	71	7	5	2	0	9	671
511	Rock Valley	717	22	4	6	0	4	7	760
512	Harper	1,195	11	20	16	2	25	128	1,397
513	Illinois Valley	590	17	4	4	0	0	0	615
514	Illinois Central	957	10	4	19	5	1	365	1,361
515	Prairie State	425	51	12	7	0	0	0	495
516	Waubonsee	392	13	14	3	0	9	0	431
517	Lake Land	609	6	1	2	1	3	0	622
518	Carl Sandburg	354	11	3	5	1	3	0	377
519	Highland	261	3	0	0	0	0	0	264
520	Kankakee	264	22	0	17	0	1	0	304
521	Rend Lake	313	5	2	3	0	0	0	323
522	Belleville	530	19	1	2	0	0	5	557
523	Kishwaukee	410	31	4	7	0	11	2	465
524	Moraine Valley	1,032	11	14	5	0	4	3	1,069
525	Joliet	585	36	13	5	1	5	13	658
526	Lincoln Land	646	44	4	6	0	5	0	705
527	Morton	393	0	5	1	0	0	5	404
528	McHenry	331	1	4	0	0	0	0	336
529	Illinois Eastern	--	--	--	--	--	--	--	--
	Lincoln Trail	126	3	1	0	0	1	38	169
	Olney Central	160	0	1	0	0	0	15	176
	Wabash Valley	242	3	0	4	1	0	49	299
	Frontier	106	0	0	0	5	0	0	111
530	Logan	237	10	1	1	0	35	0	284
531	Shawnee	241	52	0	0	1	0	0	294
532*	Lake County	693	48	21	8	0	0	18	788
533	Southeastern	355	132	18	3	3	0	0	511
534	Spoon River	342	2	1	2	0	1	0	348
535	Oakton	513	8	6	14	0	0	0	541
536	Lewis & Clark	495	13	0	2	0	1	0	511
537	Richland	269	21	0	0	0	0	6	296
539	John Wood	377	4	5	5	1	1	117	510
601	State Comm. Coll.	17	149	0	0	0	0	0	166
	TOTALS	20,865	3,088	650	477	162	166	2,850	28,258

*Manually submitted data.
**Racial/ethnic data not available.

SOURCE OF DATA: C1 data

Illinois Community College Board

Table A8

SUMMARY OF FISCAL YEAR 1984 COMPLETERS BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Alien	Unknown	Total
501	Kaskaskia	333	5	1	1	3	1	0	344
502	DuPage	1,266	11	23	47	3	1	0	1,351
503	Black Hawk	--	--	--	--	--	--	--	--
	Quad Cities	431	10	8	9	0	0	37	495
	East	127	3	1	0	0	0	2	133
504	Triton	1,227	105	23	33	2	7	0	1,397
505	Parkland	853	51	10	11	4	31	0	960
506	Sauk Valley	422	4	14	4	0	0	12	456
507	Danville	329	29	3	0	2	2	54	419
508	Chicago	--	--	--	--	--	--	--	--
	Kennedy-King	2	437	9	1	21	1	5	476
	Loop	35	340	26	39	12	0	9	461
	Malcolm X	6	229	30	9	3	0	0	277
	Truman	199	158	102	101	8	0	4	572
	Olive-Harvey	7	317	11	2	12	0	1	350
	Daley	417	64	34	13	2	3	9	542
	Wilbur Wright	412	76	97	56	9	1	20	671
	Urban Skills	210	439	104	31	11	0	2	797
	City-Wide	175	85	79	3	1	1	14	358
509	Elgin	433	10	7	9	0	1	0	460
510	Thornton	594	63	12	5	1	0	9	684
511	Rock Valley	799	28	12	7	1	8	0	855
512	Harper	453	10	29	12	5	896	123	1,528
513	Illinois Valley	595	12	6	3	1	1	0	618
514	Illinois Central	923	10	5	7	3	1	391	1,340
515	Prairie State	435	40	9	8	1	1	0	494
516	Waubonsee	486	51	27	3	5	6	0	578
517	Lake Land	525	7	0	3	2	2	0	539
518	Carl Sandburg	296	8	2	1	0	1	0	308
519	Highland	350	8	0	1	0	0	0	359
520	Kankakee	287	10	1	0	0	0	0	298
521	Rend Lake	357	1	1	1	1	2	0	363
522	Belleville	939	47	8	5	3	0	6	1,008
523	Kishwaukee	378	23	7	9	0	7	2	426
524	Moraine Valley	1,130	15	12	9	1	7	0	1,174
525	Joliet	619	31	13	2	0	0	7	672
526	Lincoln Land	692	49	9	6	0	2	0	757
527	Morton	385	0	11	2	0	0	3	401
528	McHenry	308	2	0	2	1	0	0	313
529	Illinois Eastern	--	--	--	--	--	--	--	--
	Lincoln Trail	84	0	1	0	0	0	56	141
	Olney Central	200	1	0	1	0	0	8	210
	Wabash Valley	205	4	1	1	0	2	25	238
	Frontier	51	0	1	0	0	0	0	52
530	Logan	358	11	1	5	1	1	0	377
531	Shawnee	244	30	0	0	0	0	0	274
532	Lake County	771	37	22	14	2	0	1	847
533	Southeastern	214	4	1	0	1	5	0	225
534	Spoon River	364	1	3	2	1	3	0	374
535	Oakton	640	12	8	19	0	0	0	679
536	Lewis & Clark	675	41	1	5	4	1	0	727
537	Richland	260	23	0	1	3	0	5	293
539	John Wood	439	3	2	2	0	3	136	585
601	State Comm. Coll.	9	135	0	0	1	0	0	145
	TOTALS	21,949	3,090	787	505	131	998	941	28,401

SOURCE OF DATA: C1 data

Illinois Community College Board

Table A9

SUMMARY OF FISCAL YEAR 1985 COMPLETERS BY RACIAL/ETHNIC ORIGIN

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Alien	Unknown	Total
501	Kaskaskia	363	3	2	3	1	1	0	373
502	DuPage	1,827	12	35	54	2	1	0	1,931
503	Black Hawk	--	--	--	--	--	--	--	--
	Quad Cities	469	22	13	9	1	0	38	552
	East	32	1	0	1	1	0	1	36
504	Triton	1,398	102	45	47	2	8	0	1,602
505	Parkland	768	51	7	12	2	13	40	893
506	Sauk Valley	384	3	11	2	0	0	13	413
507	Danville	386	19	2	2	1	1	52	463
508	Chicago	--	--	--	--	--	--	--	--
	Kennedy-King	3	457	7	3	10	0	1	481
	Loop	36	318	30	25	7	1	9	426
	Malcolm X	1	263	17	16	3	0	0	300
	Truman	168	123	103	108	3	0	1	506
	Olive-Harvey	6	345	23	2	9	0	0	385
	Daley	368	54	34	10	3	2	5	476
	Wilbur Wright	332	87	98	55	4	2	10	588
	Urban Skills	154	236	49	12	3	0	0	454
	City-Wide	71	39	31	2	2	0	1	146
509	Elgin	507	15	8	7	1	1	0	539
510	Thornton	559	83	14	8	1	0	10	675
511	Rock Valley	677	29	10	4	4	10	0	734
512	Harper	571	10	23	13	3	702	104	1,426
513	Illinois Valley	651	24	21	3	1	0	0	700
514	Illinois Central	854	9	7	9	3	0	482	1,364
515	Prairie State	412	39	9	2	2	0	0	464
516	Waubonsee	480	32	26	2	3	9	0	552
517	Lake Land	602	5	0	6	2	7	1	623
518	Carl Sandburg	317	8	4	3	0	1	0	333
519	Highland	412	11	2	2	0	0	0	427
520	Kankakee	281	18	1	2	0	2	0	304
521	Rend Lake	230	1	0	0	0	0	0	231
522	Belleville	923	34	9	13	7	4	1	991
523	Kishwaukee	439	37	10	10	1	1	13	511
524	Moraine Valley	1,175	17	13	13	1	11	2	1,232
525	Joliet	522	25	7	3	1	0	7	565
526	Lincoln Land	669	64	5	6	0	10	0	754
527	Morton	349	0	14	3	1	0	6	373
528	McHenry	284	1	3	0	0	0	0	288
529	Illinois Eastern	--	--	--	--	--	--	--	--
	Lincoln Trail	81	0	0	1	0	0	32	114
	Olney Central	233	3	0	0	1	2	16	255
	Wabash Valley	259	3	0	1	0	0	19	282
	Frontier	29	0	0	0	0	0	0	29
530	Logan	290	14	3	3	1	0	0	311
531	Shawnee	239	36	0	0	1	0	0	276
532	Lake County	797	42	28	21	1	0	0	889
533	Southeastern	223	4	2	0	0	1	0	230
534	Spoon River	365	6	1	3	0	1	0	376
535	Oakton	590	5	6	22	0	0	0	623
536	Lewis & Clark	537	21	1	0	1	0	0	560
537	Richland	290	17	0	1	2	0	6	316
539	John Wood	414	5	1	4	0	0	28	452
601	State Comm. Coll.	13	208	0	0	0	3	0	224
	TOTALS	22,040	2,961	735	528	92	794	898	28,048

SOURCE OF DATA: C1 data

APPENDIX B

Illinois Community College
Detailed Employment Tables by Racial/Ethnic Origin

Illinois Community College Board

Table B1

FALL 1985 TOTAL FULL-TIME EMPLOYEES

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Total	Minority Percent	District Population
501	Kaskaskia	113	6	0	0	0	119	5.0%	3.07%
502	DuPage	516	24	12	14	2	568	9.1	6.34
503	Black Hawk	(325)	(16)	(7)	(1)	(1)	(350)	(7.2)	7.77
	Quad Cities	273	16	7	1	1	298	8.4	--
	East	52	0	0	0	0	52	0.0	--
504	Triton	505	43	12	9	0	569	11.3	17.40
505	Parkland	295	10	0	4	0	309	4.5	9.13
506	Sauk Valley	138	0	0	0	0	138	0.0	5.87
507	Danville	144	8	2	0	0	154	6.5	8.32
508*	Chicago	(1,110)	(932)	(91)	(96)	(3)	(2,232)	(50.3)	55.92
	Kennedy-King	90	236	5	7	0	343	72.3	--
	Loop	158	97	10	9	0	274	42.3	--
	Malcolm X	39	170	11	30	1	251	31.4	--
	Truman	192	39	33	21	2	303	31.4	--
	Olive-Harvey	92	142	6	7	0	247	62.8	--
	Daley	181	25	3	8	0	217	16.6	--
	Wilbur Wright	216	21	8	2	0	247	12.6	--
	City-Wide	87	134	8	7	0	236	63.1	--
509	Elgin	181	7	17	1	0	206	12.1	9.70
510	Thornton	213	31	6	4	0	254	14.2	19.72
511	Rock Valley	271	11	1	7	2	292	7.2	10.05
512	Harper	505	11	15	5	0	536	5.8	6.41
513	Illinois Valley	170	0	0	0	0	170	0.0	3.00
514	Illinois Central	411	32	0	3	0	446	7.4	7.26
515	Prairie State	160	32	4	2	0	198	19.2	19.98
516	Waubonsee	141	2	4	0	0	147	4.1	15.47
517	Lake Land	211	0	0	2	0	213	0.9	1.22
518	Carl Sandburg	120	4	3	0	2	129	7.0	3.53
519	Highland	107	3	0	1	1	112	4.5	4.28
520	Kankakee	159	10	2	1	0	172	7.6	13.90
521	Rend Lake	119	0	0	0	1	120	0.8	2.34
522	Belleville	288	4	1	3	0	296	2.7	5.65
523	Kishwaukee	134	1	7	3	0	145	7.6	5.60
524	Moraine Valley	401	13	2	3	0	419	4.3	9.27
525**	Joliet	297	39	11	5	0	352	15.6	13.11
526	Lincoln Land	223	21	3	3	0	250	10.8	5.05
527	Morton	154	0	0	1	0	155	0.6	6.28
528	McHenry	126	1	1	0	0	128	1.6	2.64
529*	Illinois Eastern	(260)	(1)	(0)	(0)	(0)	(261)	(0.4)	0.83
	Lincoln Trail	47	0	0	0	0	47	0.0	--
	Olney Central	81	0	0	0	0	81	0.0	--
	Wabash Valley	77	1	0	0	0	78	1.3	--
	Frontier	27	0	0	0	0	27	0.0	--
530	Logan	122	6	0	0	0	128	4.7	6.34
531	Shawnee	52	6	0	0	0	58	10.3	13.55
532	Lake County	802	55	16	11	8	892	10.1	12.66
533	Southeastern	128	1	0	0	0	129	0.8	2.69
534	Spoon River	107	0	1	0	1	109	1.8	2.41
535	Oakton	341	11	3	6	3	364	6.3	5.91
536	Lewis & Clark	191	15	0	1	0	207	7.7	5.72
537	Richland	92	7	0	0	0	99	7.1	9.71
539	John Wood	63	0	0	0	0	63	0.0	2.53
601	State Comm. Coll.	21	90	0	2	0	113	81.4	84.12
	TOTALS	9,716	1,453	221	188	24	11,602	16.2%	21.91%

*Includes Central Office staff.
**Source - ICCB P1 data

Illinois Community College Board

Table B2

FALL 1985 EXECUTIVE/ADMINISTRATIVE/MANAGERIAL FULL-TIME EMPLOYEES

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Total	Minority Percent	District Population
501	Kaskaskia	19	1	0	0	0	20	5.0%	3.07%
502	DuPage	43	1	0	1	0	45	4.4	6.34
503	Black Hawk	(38)	(3)	(2)	(0)	(0)	(43)	(11.6)	7.77
	Quad Cities	29	3	2	0	0	34	14.7	--
	East	9	0	0	0	0	9	0.0	--
504	Triton	41	0	0	2	0	43	4.7	17.40
505	Parkland	20	1	0	2	0	23	13.0	9.13
506	Sauk Valley	21	0	0	0	0	21	0.0	5.87
507	Danville	22	0	1	0	0	23	4.3	8.32
508*	Chicago	(90)	(81)	(12)	(3)	(1)	(187)	(51.9)	55.92
	Kennedy-King	0	19	1	0	0	20	100.0	--
	Loop	7	5	1	0	0	13	46.2	--
	Malcolm X	1	13	1	0	0	15	93.3	--
	Truman	11	4	3	1	1	20	45.0	--
	Olive-Harvey	2	12	1	1	0	16	87.5	--
	Daley	13	4	1	0	0	18	27.8	--
	Wilbur Wright	10	1	2	0	0	13	23.1	--
	City-Wide	15	8	0	1	0	24	37.5	--
509	Elgin	21	1	2	0	0	24	12.5	9.70
510	Thornton	24	3	0	0	0	27	11.1	19.72
511	Rock Valley	15	0	0	0	0	15	0.0	10.05
512	Harper	30	0	0	1	0	31	3.2	6.61
513	Illinois Valley	9	0	0	0	0	9	0.0	3.00
514	Illinois Central	21	5	0	0	0	26	19.2	7.26
515	Prairie State	13	2	0	0	0	15	13.3	10.98
516	Waubonsee	23	0	0	0	0	23	0.0	15.47
517	Lake Land	12	0	0	0	0	12	0.0	1.22
518	Carl Sandburg	11	0	0	0	1	12	8.3	3.53
519	Highland	12	0	0	0	0	12	0.0	4.29
520	Kankakee	34	0	0	1	0	35	2.9	13.90
521	Rend Lake	19	0	0	0	1	20	5.0	2.34
522	Belleville	53	1	1	1	0	56	5.4	5.65
523	Kishwaukee	9	0	0	0	0	9	0.0	5.60
524	Moraine Valley	88	6	0	1	0	95	7.4	9.27
525**	Joliet	26	10	1	0	0	37	29.7	13.11
526	Lincoln Land	16	0	0	0	0	16	0.0	5.05
527	Morton	13	0	0	0	0	13	0.0	6.29
528	McHenry	25	1	0	0	0	26	3.8	2.64
529*	Illinois Eastern	(41)	(0)	(0)	(0)	(0)	(41)	(0.0)	0.93
	Lincoln Trail	8	0	0	0	0	8	0.0	--
	Olney Central	8	0	0	0	0	8	0.0	--
	Wabash Valley	8	0	0	0	0	8	0.0	--
	Frontier	8	0	0	0	0	8	0.0	--
530	Logan	8	0	0	0	0	8	0.0	6.36
531	Shawnee	4	2	0	0	0	6	33.3	13.55
532	Lake County	44	3	0	0	0	47	6.4	12.66
533	Southeastern	16	0	0	0	0	16	0.0	2.69
534	Spoon River	16	0	0	0	1	17	5.9	2.61
535	Oakton	39	0	1	1	0	41	4.9	5.91
536	Lewis & Clark	24	2	0	0	0	26	7.7	5.72
537	Richland	18	1	0	0	0	19	5.3	9.71
539	John Wood	13	0	0	0	0	13	0.0	2.53
601	State Comm. Coll.	3	12	0	0	0	15	80.0	0.12
	TOTALS	994	136	20	13	4	1,167	14.8%	21.91%

*Includes Central Office staff.
**Source - ICCB P1 data

Illinois Community College Board

Table B3

FALL 1985 FULL-TIME FACULTY

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Total	Minority Percent	District Population
501	Kaskaskia	57	3	0	0	0	60	5.0%	3.07%
502	DuPage	193	3	5	4	0	205	5.9	6.34
503	Black Hawk	(150)	(2)	(1)	(1)	(1)	(155)	(3.2)	7.77
	Quad Cities	127	2	1	1	1	132	3.8	--
	East	23	0	0	0	0	23	0.0	--
504	Triton	226	14	0	5	0	245	7.8	17.40
505	Parkland	152	6	0	1	0	159	4.4	9.13
506	Sauk Valley	54	0	0	0	0	54	0.0	5.87
507	Danville	56	1	0	0	0	57	1.8	8.32
508*	Chicago	(790)	(338)	(24)	(76)	(1)	(1,229)	(35.7)	55.92
	Kennedy-King	93	117	3	6	0	219	57.5	--
	Loop	137	38	6	9	0	190	27.9	--
	Malcolm X	33	81	6	28	1	149	77.9	--
	Truman	140	10	3	18	0	171	18.1	--
	Olive-Harvey	81	62	2	6	0	151	46.4	--
	Daley	120	10	1	8	0	139	13.7	--
	Wilbur Wright	146	13	2	1	0	162	9.9	--
	City-Wide	39	7	1	0	0	47	17.0	--
509	Elgin	90	2	3	0	0	95	5.3	9.70
510	Thornton	105	8	1	4	0	118	11.0	19.72
511	Rock Valley	129	5	0	1	1	136	5.1	10.05
512	Harper	184	0	0	2	0	186	1.1	6.41
513	Illinois Valley	93	0	0	0	0	93	0.0	3.00
514	Illinois Central	195	8	0	3	0	206	5.3	7.26
515	Prairie State	87	13	0	0	0	100	13.0	19.98
516	Waubonsee	59	0	2	0	0	61	3.3	15.47
517	Lake Land	101	0	0	1	0	102	1.0	1.22
518	Carl Sandburg	52	3	2	0	0	57	8.8	3.53
519	Highland	38	0	0	1	1	40	5.0	4.28
520	Kankakee	49	1	0	0	0	50	2.0	13.90
521	Rend Lake	55	0	0	0	0	55	0.0	2.34
522	Belleville	116	2	0	2	0	120	3.3	5.65
523	Kishwaukee	68	0	1	1	0	70	2.9	5.60
524	Moraine Valley	166	2	2	1	0	171	2.9	9.27
525**	Joliet	134	5	1	3	0	143	6.3	13.11
526	Lincoln Land	121	6	2	2	0	131	7.6	5.05
527	Morton	62	0	0	1	0	63	1.6	6.28
528	McHenry	53	0	1	0	0	54	1.9	2.64
529	Illinois Eastern	(117)	(1)	(0)	(0)	(0)	(118)	(0.8)	0.83
	Lincoln Trail	23	0	0	0	0	23	0.0	--
	Olney Central	49	0	0	0	0	49	0.0	--
	Wabash Valley	42	1	0	0	0	43	2.3	--
	Frontier	3	0	0	0	0	3	0.0	--
530	Logan	52	0	0	0	0	52	0.0	6.34
531	Shawnee	20	1	0	0	0	21	4.8	13.55
532	Lake County	601	40	12	8	8	669	10.2	12.66
533	Southeastern	67	0	0	0	0	67	0.0	2.69
534	Spoon River	34	0	0	0	0	34	0.0	2.41
535	Oakton	140	1	1	3	0	145	3.4	5.91
536	Lewis & Clark	77	3	0	0	0	80	3.8	5.72
537	Richland	36	1	0	0	0	37	2.7	9.71
539	John Wood	18	0	0	0	0	18	0.0	2.53
601	State Comm. Coll.	15	27	0	2	0	44	65.9	84.12
	TOTALS	4,812	496	98	122	12	5,500	12.5%	21.91%

*Includes Central Office staff.
**Source - ICCB FI data

Illinois Community College Board

Table B4

FALL 1985 FULL-TIME PROFESSIONAL NON-FACULTY

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Total	Minority Percent	District Population
501	Kaskaskia	4	0	0	0	0	4	0.0%	3.07%
502	DuPage	20	1	1	1	0	23	13.0	6.34
503	Black Hawk	(20)	(4)	(1)	(0)	(0)	(25)	(20.0)	7.77
	Quad Cities	19	4	1	0	0	24	20.8	--
	East	1	0	0	0	0	1	0.0	--
504	Triton	45	7	1	1	0	54	16.7	17.40
505	Parkland	15	1	0	0	0	16	6.3	9.13
506	Sauk Valley	11	0	0	0	0	11	0.0	5.87
507	Danville	3	0	0	0	0	3	0.0	8.32
508*	Chicago	(0)	(0)	(0)	(0)	(0)	(0)	(0.0)	55.92
	Kennedy-King	0	0	0	0	0	0	0.0	--
	Loop	0	0	0	0	0	0	0.0	--
	Malcolm X	0	0	0	0	0	0	0.0	--
	Truman	0	0	0	0	0	0	0.0	--
	Olive-Harvey	0	0	0	0	0	0	0.0	--
	Daley	0	0	0	0	0	0	0.0	--
	Wilbur Wright	0	0	0	0	0	0	0.0	--
	City-Wide	0	0	0	0	0	0	0.0	--
509	Elgin	1	0	0	0	0	1	0.0	9.70
510	Thornton	10	2	0	0	0	12	16.7	19.72
511	Rock Valley	19	2	1	4	1	27	29.6	10.05
512	Harper	33	1	0	0	0	34	2.9	6.41
513	Illinois Valley	10	0	0	0	0	10	0.0	3.00
514	Illinois Central	19	2	0	0	0	21	9.5	7.26
515	Prairie State	4	0	0	0	0	4	0.0	19.98
516	Waubonsee	9	1	0	0	0	10	10.0	15.47
517	Lake Land	10	0	0	0	0	10	0.0	1.22
518	Carl Sandburg	5	0	0	0	0	5	0.0	3.53
519	Highland	7	0	0	0	0	7	0.0	4.28
520	Kankakee	17	4	0	0	0	21	19.0	13.90
521	Rend Lake	10	0	0	0	0	10	0.0	2.34
522	Belleville	0	0	0	0	0	0	0.0	5.65
523	Kishwaukee	15	0	0	2	0	17	11.8	5.60
524	Moraine Valley	21	2	0	1	0	24	12.5	9.27
525**	Joliet	9	1	0	0	0	10	10.0	13.11
526	Lincoln Land	1	0	0	0	0	1	0.0	5.05
527	Morton	10	0	0	0	0	10	0.0	6.28
528	McHenry	0	0	0	0	0	0	0.0	2.64
529*	Illinois Eastern	(34)	(0)	(0)	(0)	(0)	(34)	(0.0)	0.83
	Lincoln Trail	4	0	0	0	0	4	0.0	--
	Olney Central	8	0	0	0	0	8	0.0	--
	Wabash Valley	13	0	0	0	0	13	0.0	--
	Frontier	5	0	0	0	0	5	0.0	--
530	Logan	20	2	0	0	0	22	9.1	6.34
531	Shawnee	9	1	0	0	0	10	10.0	13.55
532	Lake County	6	0	0	0	0	6	0.0	12.66
533	Southeastern	10	1	0	0	0	11	9.1	2.69
534	Spoon River	15	0	1	0	0	16	6.3	2.41
535	Oakton	30	0	0	1	0	31	3.2	5.91
536	Lewis & Clark	18	2	0	0	0	20	10.0	5.72
537	Richland	5	0	0	0	0	5	0.0	9.71
539	John Wood	17	0	0	0	0	17	0.0	2.53
601	State Comm. Coll.	1	5	0	0	0	6	83.3	84.12
	TOTALS	493	59	5	10	1	568	10.0%	21.91%

*Includes Central Office staff.
**Source - ICCB FI data

Illinois Community College Board

Table B5

FALL 1985 PART-TIME FACULTY

Dist. No.	District/ College Name	White	Black	Hispanic	Asian	American Indian	Total	Minority Percent	District Population
501	Kaskaskia	129	3	0	0	0	132	2.3%	3.07%
502	DuPage	1,003	1	4	10	0	1,018	1.5	6.34
503	Black Hawk	(148)	(3)	(1)	(0)	(0)	(152)	(2.6)	7.77
	Quad Cities	121	2	1	0	0	124	2.4	--
	East	27	1	0	0	0	28	3.6	--
504	Triton	673	21	14	14	1	723	6.9	17.40
505	Parkland	302	5	1	2	0	310	2.6	9.13
506	Sauk Valley	10	0	0	0	0	10	0.0	5.87
507	Danville	66	0	0	0	0	66	0.0	8.32
508*	Chicago	(2,019)	(2,022)	(371)	(167)	(40)	(4,619)	(56.3)	55.92
	Kennedy-King	64	337	60	16	6	483	86.7	--
	Loop	95	47	12	16	6	176	46.0	--
	Malcolm X	171	541	124	20	8	864	80.2	--
	Truman	524	72	77	61	11	745	29.7	--
	Olive-Harvey	29	413	17	7	0	466	93.8	--
	Daley	339	39	12	5	1	396	14.4	--
	Wilbur Wright	239	28	14	12	0	293	18.4	--
	City-Wide	558	545	55	30	8	1,196	53.3	--
509	Elgin	253	0	5	2	0	260	2.7	9.70
510	Thornton	255	15	2	1	0	273	6.6	19.72
511	Rock Valley	584	15	1	4	0	604	3.3	10.05
512	Harper	710	2	10	7	1	730	2.7	6.41
513	Illinois Valley	87	0	0	0	0	87	0.0	3.00
514	Illinois Central	337	3	2	0	1	343	1.7	7.26
515	Prairie State	206	33	4	4	0	247	16.6	19.98
516	Waubonsee	245	6	7	2	0	260	5.8	15.47
517	Lake Land	219	1	0	0	0	220	0.5	1.22
518	Carl Sandburg	157	2	0	1	0	160	1.9	3.53
519	Highland	1	0	0	0	0	1	0.0	4.28
520	Kankakee	164	1	0	3	0	168	2.4	13.90
521	Rend Lake	62	1	0	0	0	63	1.6	2.34
522	Belleville	490	9	1	3	2	505	3.0	5.65
523	Kishwaukee	135	1	8	9	0	153	11.8	5.60
524	Moraine Valley	525	7	8	6	0	546	3.8	9.27
525**	Joliet	311	14	8	2	0	335	7.2	13.11
526	Lincoln Land	222	5	2	1	1	231	3.9	5.05
527	Morton	128	0	2	2	0	132	3.0	6.28
528	McHenry	86	0	0	0	0	86	0.0	2.64
529*	Illinois Eastern	(362)	(0)	(0)	(1)	(0)	(363)	(0.3)	0.83
	Lincoln Trail	63	0	0	1	0	64	1.6	--
	Olney Central	52	0	0	0	0	52	0.0	--
	Wabash Valley	43	0	0	0	0	43	0.0	--
	Frontier	204	0	0	0	0	204	0.0	--
530	Logan	53	1	1	2	0	57	7.0	6.34
531	Shawnee	176	22	1	2	0	201	12.4	13.55
532	Lake County	363	15	1	5	0	384	5.5	12.66
533	Southeastern	35	0	0	0	0	35	0.0	2.69
534	Spoon River	77	0	0	0	0	77	0.0	2.41
535	Oakton	255	2	0	8	0	265	3.8	5.91
536	Lewis & Clark	175	3	0	1	0	179	2.2	5.72
537	Richland	108	3	0	1	0	112	3.6	9.71
539	John Wood	5	0	0	0	0	5	0.0	2.53
601	State Comm. Coll.	6	24	1	0	0	31	80.6	84.12
	TOTALS	11,142	2,240	455	260	46	14,143	21.2%	21.91%

*Includes Central Office staff.
**Source - ICCB P1 data

APPENDIX C

Illinois Community College Board
Minority Study Survey Instrument

Illinois Community College Board

MINORITY STUDENT SURVEY
APRIL, 1986

The Illinois Community College Board in cooperation with the Illinois Board of Higher Education is conducting a study of racial/ethnic minority involvement in community colleges. As part of the study, we are identifying college activities and special projects designed to recruit, retain, place, and follow minority students. We realize each college is unique with some colleges having very small minority populations. Thus, for some, minority activities or special projects will be minimal while for others all activities or projects will be geared toward minority students. Your response to this survey will assist us in our efforts to ascertain how minorities are served in the community college system. Your cooperation is appreciated.

College _____

Person Completing Survey _____

Telephone No. ___(___)_____

Signature of Chief Executive Officer _____

1. The following minority recruitment activities were identified in 1984 as some of those conducted in Illinois Community Colleges. Please indicate in Column 1 whether you are using an activity as a minority recruitment tool using the following codes: 1=yes, 2=no, 3=not applicable. In Column 2 please indicate the estimated number of minority students contacted through the activity. Realizing that these are only a few of the possible general recruitment activities, space is provided for additional activities you may be using as recruitment tools.

Minority Recruitment Activities

Is Activity Conducted	Estimated Number Served or Contacted	Activity
		- Visit high schools with substantial minority enrollment
		- Participate in career days at high schools with substantial minority enrollment
		- Recruit through area churches, agencies, and organizations working with minorities
		- Encourage minority students completing ABE/ASE/ESL programs to enroll in college programs
		- Use multi-lingual informational material
		- Establish recruitment/outreach centers in communities with large concentrations of minorities
		- Solicit prospective minority student names from community leaders
		- Offer special financial assistance to minority students
		- College personnel participate in community organizations serving minorities
		- Outreach to minorities through dislocated worker programs
		- Visit prospective minority students at home
		- Offer summer enrichment programs specifically for elementary schools having substantial minority enrollment
		- Offer summer enrichment programs specifically for high schools having substantial minority enrollment
		- Conduct recruitment visits to firms with large minority labor force
		- Conduct a special college open house for minorities
		- Articulate courses and programs with minority high schools
		- Establish procedures for on-going communication with administrators/counselors of high schools with substantial minority enrollment
		- Other (please describe)

87

83

2. The following minority retention activities were identified in 1984 as some of those conducted in Illinois Community Colleges. Please indicate in Column 1 whether you are using an activity as a minority retention tool using the following codes: 1=yes, 2=no, 3=not applicable. In Column 2 please indicate the estimated number of minority students contacted through the activity. Realizing that these are only a few of the possible general retention activities, space is provided for additional activities you may be using as retention tools.

Minority Retention Activities

Is Activity Conducted	Estimated Number Served or Contacted	Activity
		- Encourage minority students to use tutorial or learning assistance center services
		- Recognize minority student clubs and organizations
		- Offer ESL programs and Spanish GED opportunities
		- Provide bilingual tutors, aides, and instructional staff
		- Offer special orientation sessions for minority students
		- Provide personal contact and follow-up counseling for minority students experiencing difficulty in courses
		- Sponsor activities recognizing a minority population, e.g., ethnic festivals, Black history week, etc.
		- Provide special financial aid counseling for minority students
		- Provide college or public transportation services to/from campus and minority neighborhood
		- Provide Spanish (or other languages) library
		- Provide bilingual technical training courses
		- Coordinate programs with for testing in reading, math, and English, and placement of graduates in high schools having substantial minority enrollment
		- Encourage hiring of minority faculty and staff members
		- Use an attrition monitoring system for identifying potential minority dropouts
		- Establish outreach centers in minority neighborhoods for programs, courses and counseling
		- Offer minority "success" workshops (e.g., workshops that encourage positive self-development)
		- Include minority alumni in school activities
		- Place minority alumni in advisory positions/committees
		- Other (please describe)

1. The following minority placement and follow-up activities were identified in 1984 as some of those conducted in Illinois Community Colleges. Please indicate in Column 1 whether you are using an activity as a minority placement tool using the following codes: 1=yes, 2=no, 3=not applicable. In Column 2 please indicate the estimated number of minority students contacted through the activity. Realizing that these are only a few of the possible placement/follow-up activities, space is provided for additional activities you may be using as placement tools.

Minority Placement and Follow-up Activities

Is Activity Conducted	Estimated Number Served or Contacted	Activity
		- Maintain a structured articulation/transfer to baccalaureate degree programs for minority students
		- Encourage minority students to use baccalaureate transfer services
		- Conduct annually a follow-up survey of graduates and analyze results by social/ethnic origin
		- Provide job placement services for minority graduates/completers
		- Conduct a job fair for minority students
		- Hire minority students as role models for other minorities
		- Monitor success or failure of minority students who transferred to baccalaureate institutions
		- Use minority alumni as speakers, guest visitors, etc. for career days, job fairs, etc.
		- Maintain a current mailing list of all minority alumni
		- Other (please describe)

4. Using the following categories, please specify an approximate distribution of annual costs for providing all minority recruitment, retention and placement/follow-up activities identified in the preceding pages of this survey.

Expenditure Category	Cost
Administration	$
Staff salaries and benefits (instructors, tutors, counselors, director, support personnel)	$
Materials	$
Equipment	$
Miscellaneous	$
TOTAL	$

Using the following categories, please identify the sources used to fund the minority recruitment, retention, and placement/follow-up activities identified in the preceding pages of this survey.

Source of Funds	Percent of Total Funding
Disadvantaged Student Grant	%
ISBE/DAVTE Grants	%
JTPA Grants	%
Non-restricted Operating Funds	%
Other(s) (please specify)	%
TOTAL	100%

5. If your college has an individual(s) whose primary responsibility is minority student affairs, please provide the following information:

1. Title? _____
2. To whom does this person report (title)? _____
3. Does this person have direct budgetary responsibility for area? _____
4. What is the approximate budget allocated to minority student affairs? _____
5. How many FTE professional staff are assigned to minority services? _____

6. If your college has any special programs designed specially for the recruitment, retention, placement, or follow-up of minority students, please provide the following information on a separate sheet:

   1. Name and description of program
   2. Name of person in charge of program
   3. Target population of program
   4. Estimated number of minorities served through program
   5. Results of program
   6. Budget for program

   Please attach any materials such as brochures, program planning documents, etc., that have been developed for the program.

Completed form(s) should be returned by _____, 1986 and mailed to:

Ms. Virginia McMillan
Associate Director for Research
Illinois Community College Board
509 South 6th Street, Room 400
Springfield, IL 62701

(Telephone: 217/785-0154)

APPENDIX D

Illinois Board of Higher Education Resolutions
To Implement Public Act 84-726 Adopted May 6, 1986

ILLINOIS BOARD OF HIGHER EDUCATION RESOLUTIONS
TO IMPLEMENT PUBLIC ACT 84-726 ADOPTED MAY 6, 1986

1. The Board of Higher Education hereby resolves that public universities and community colleges should develop institutional plans and goals to improve the participation and success of minority, female, and handicapped students in academic programs. Such plans should be submitted to the appropriate governing or system board by July 1, 1987, for review and regular monitoring.

2. The Board of Higher Education further resolves that public university governing boards and the Illinois Community College Board should report periodically to the Board of Higher Education assessments of progress toward institutional goals. Such reports should also include information on institutional research findings about the reasons for the success or failure of minority, female, and handicapped students in academic programs.

3. The Board of Higher Education adopts the following reporting procedures for minority students:

   a. Annual reports on the number of minority students enrolling, receiving financial aid, and receiving degrees for all community colleges combined, all public universities combined, and all private institutions combined.

   b. Annual reports on the number of minority students enrolling in each field of study for all community colleges combined, all public universities combined, and all private institutions combined.

   c. Annual reports on individual community colleges and public universities with respect to minority students enrolled and receiving degrees.

   d. Annual reports on special community college and public university programs or activities to achieve Board of Higher Education priorities related to minority students.

4. The Board of Higher Education hereby adopts the following reporting procedures for female students:

   a. Annual reports on the numbers of female and male students enrolled in undergraduate and graduate education for all community colleges combined, all public universities combined, and all private instititutions combined.

   b. Annual reports on the numbers of female and male students receiving degrees in each field of study for all community colleges combined, all public universities combined, and all private institutions combined.

5. The Board of Higher Education hereby adopts the following reporting procedures for handicapped students:

   a. Annual reports on the number of handicapped students enrolled in community colleges and public universities.

   b. Annual reports on the number of community colleges and public universities providing special services for handicapped students.

ERIC Clearinghouse for Junior Colleges DEC 5 1986